

The Grove Infant and Nursery School

Personal, Social, Health, Relationships and Sex Education Policy



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(this policy is based on the Jigsaw model policy and the DfE RSE Statutory Guidance July 2025 personalised for The Grove Infant and Nursery School)



The Grove Infant and Nursery School

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

1. Definition

The role of Personal, Social and Health Education (PSHE) and Relationships and Sex Education is to provide planned learning experiences to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Through the use of the Jigsaw 'Mindful approach to PSHE' programme we aim for pupils to fulfil their individual potential and our curriculum includes the social, moral and intellectual aspects of growth. PSHE is at the heart of school life and underpin everything that we do. As an Infant school, we teach children about relationships, the physical differences between boys and girls and the scientific names for body parts, but do not have a sex education programme as it is not part of the curriculum for children aged 4 – 7.

2. Our Vision for PHSE

The Grove Infant and Nursery School promotes a nurturing, warm and caring community where all individuals are valued and encouraged. We believe that when children feel safe and nurtured they will have a readiness for learning. As such, we work hard to produce a secure and happy atmosphere in which children can thrive and reach high standards of achievement. We encourage children to respect moral values, embrace and celebrate the diversity of traditions and cultures, and take an active role in creating a positive and inclusive school environment.

We understand that PSHE primarily takes place in the home. Our aim is to build on this valuable work and to develop it in partnership with those at home. Through the 6 pieces of the Jigsaw puzzle – Being me in my world, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me – we aim for pupils to:

- be fully supported in their social and emotional development throughout their time with us through a carefully planned and progressive PSHE curriculum, complemented by a wide range of wellbeing provision, targeted interventions and pastoral support that extends beyond dedicated PSHE lessons.
- continue to learn about their own and others' feelings and become more aware of the views, needs and rights of others
- learn the basic rules and skills for keeping themselves healthy and safe and for behaving well
- have opportunities to show they can take some responsibility for themselves and their environment
- learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying
- begin to take an active part in the life of their school and its neighbourhood
- build strong foundations for the future – nurturing children's curiosity, confidence and independence through age-appropriate learning that prepares them for the next steps in their educational journey

3. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-7. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health protection and prevention
- Basic first aid
- Developing bodies

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request by contacting the school office.

4. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using whole class circle time, group and partner work, discussion, role-play, independent learning, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

Learning is captured in whole class 'floor books' which the children can easily access at any time in the classes to reflect upon previous learning.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.

Term	Puzzle	Key Content
Autumn 2	Celebrating Difference	Children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend. children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.
Spring 1	Dreams and Goals	Children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.
Spring 2	Healthy Me	Children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing.

Term	Puzzle	Key Content
Summer 1	Relationships	Children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six lessons, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.
Summer 2	Changing Me	Children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for private body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, and school council discussions
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content. For more information about PHSE, please refer to our website <https://www.groveinfants.co.uk/Personal-Social-Health-Education/>

5. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

6. Beyond the Classroom: Embedding PSHE in School Life

We know that PSHE education cannot be limited to PSHE lessons alone. The school has an extremely strong nurturing ethos and offers extensive provision to support our pupils personal, social, health and emotional development.

In 2026, we achieved 'Advanced' status in the Emotional Well-Being Kitemark which recognised the wide ranging provisions in place to meet our children's needs.

PSHE is woven into the wider life of our school in many ways including:

- Weekly 'values-based' assemblies – based on the whole school values of respect, responsibility and aspiration. Children are encouraged through stories, pictures and events to reflect upon and develop their understanding of key themes.
- *The Growing Tree* – celebrating success weekly in assembly. This is an opportunity to enhance self-esteem and reinforce behaviours that are developed through the PSHE curriculum
- *Behaviour Badges* – half-termly awards reinforcing positive behaviours
- Weekly Jigsaw lessons develop the strand of learning into a 6 week block of deepening awareness. Blocks include Being me in my world, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.
- Our behaviour policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties.
- Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.
- Each of our classrooms have 'Bear Zones'. These are based on 'Zones of Regulation' principles and are calming areas which pupils use to access regulation tools and strategies.
- PSHE based interventions including Nurture Group, Feelings Club and Social Groups
- A dedicated Emotional Well-Being Practitioner based at the school who delivers group, parent, pupil interventions as well as parent workshops and staff training
- Explicit teaching of Executive Functioning skills including supporting pupils with impulse control, attention and focus and problem solving
- Headteacher's Tea Party - half termly event, rewarding children for notable progress for their behaviour or academic progress
- Meeting a range of visitors, including religious leaders, the school nurse, members of our community
- Making visits to a diverse range of locations including a local care home
- Dealing with issues which arise from lessons and playtimes as appropriate, for example, using friendship benches, the work of the School Forum, Eco Club and Circle Time.
- Marking different religious celebrations
- Religious Education lessons
- Cross curricular links, especially English, Art, Geography, History and Science

Learning Outdoors: Connecting PSHE to Our Environment

“Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.”

DfE RSHE Guidance 2025, para 40

We use our school grounds, Forest School provision and local outdoor spaces to enrich PSHE learning, providing children with opportunities to experience the wellbeing benefits of being in nature, develop confidence and independence, build positive relationships and nurture an understanding of and respect for the natural environment.

Where appropriate, teachers incorporate outdoor learning and Forest School experiences into PSHE, giving children opportunities to explore, take manageable risks, develop resilience and apply their learning in different contexts. We also encourage children to enjoy time outdoors during breaks and lunchtimes, recognising that outdoor play and exploration can support emotional wellbeing, creativity, self-regulation and positive relationships.

7. Relationships and Health Education: Statutory Content

At The Grove, we teach the **statutory Relationships Education and Health Education curriculum** in an age-appropriate, carefully planned and sensitive way. Our teaching focuses on the knowledge, understanding and skills that children need at this stage of their development and provides a strong foundation for their continued learning as they progress through primary school.

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. In the Infant years, we focus on helping children to develop positive relationships, understand their feelings, recognise appropriate boundaries and know how to seek help.

Children will develop an understanding of:

- **Families and people who care for us** – that families are different and that people who care for us can provide love, security and support.
- **Caring friendships** – how to be a good friend, including being kind, helpful, honest and respectful, and how to manage everyday friendship difficulties.
- **Respectful relationships** – the importance of listening to others, treating people kindly and respectfully, recognising that everyone is different and understanding how our behaviour affects others.
- **Bullying and unkind behaviour** – what bullying and unkind behaviour may look like, how it can make people feel and the importance of telling a trusted adult.
- **Online relationships and safety** – how to behave kindly and respectfully when using technology, recognising that not everything seen online is suitable or true, and knowing when and how to ask a trusted adult for help.
- **Being safe** – understanding that our bodies belong to us, recognising appropriate and inappropriate behaviour, understanding the importance of privacy and knowing that they should tell a trusted adult if something makes them feel worried, uncomfortable or unsafe.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. At infant school, we focus on developing children's understanding of their physical and emotional wellbeing and helping them to develop healthy, safe and positive habits.

Children will develop an understanding of:

- **Mental wellbeing** – recognising and naming a range of feelings, talking about how they feel and developing simple strategies to manage emotions and seek support. We also support children's self-regulation through our use of the **Zones of Regulation** approach.
- **Internet safety and harms** – understanding how to use technology safely and responsibly, recognising that some online content may be inappropriate or upsetting, and knowing when to seek help from a trusted adult.
- **Physical health and fitness** – understanding the importance of physical activity, exercise, movement and spending time outdoors.
- **Healthy eating** – understanding the importance of eating a varied and balanced diet and making healthy choices.
- **Drugs, alcohol and tobacco** – developing an age-appropriate understanding that some substances can be harmful and that medicines should only be taken with the help of a trusted adult.
- **Health protection and prevention** – understanding the importance of sleep, personal hygiene, handwashing, dental care and protecting ourselves from the sun.
- **Personal safety** – recognising everyday hazards and understanding how to keep safe, including basic road, water and fire safety.
- **Seeking help and first aid** – knowing who trusted adults are, how to ask for help and what to do if someone is hurt or there is an emergency.
- **Growing and changing** – understanding that everyone grows and changes as they get older, recognising basic changes that happen as part of growing up and using the correct names for private body parts.

Our curriculum is **age-appropriate and progressive**, with learning revisited and developed as children mature. More detailed content relating to puberty, adolescence and the physical changes associated with growing up is taught at the appropriate stage in later primary education.

Challenging Stereotypes and Promoting Respect

Through our **Jigsaw PSHE curriculum**, we help children to develop a positive sense of self and an understanding that everyone is unique, valued and deserving of respect. We explore differences in an age-appropriate and sensitive way, encouraging children to recognise and challenge stereotypes that may limit what people feel they can do, enjoy or achieve.

Children are encouraged to understand that **boys and girls can have different interests, talents, personalities and strengths**, and that qualities such as kindness, courage, confidence, caring and resilience are important for everyone. We challenge simple ideas about what boys or

girls “*should*” look like, enjoy or do, helping children to feel confident in being themselves and in respecting the choices and interests of others.

As part of our Jigsaw curriculum, children learn to recognise **fairness, difference, equality and respect**. They are supported to understand that people may have different families, cultures, beliefs, appearances, abilities and experiences, and that these differences should be treated with kindness and respect.

Where appropriate for their age and stage of development, children are introduced to the idea that some people may experience **unfair treatment or discrimination because of who they are**, and that this is not acceptable. We focus on helping children to recognise unkind or unfair behaviour, respond positively and seek help from a trusted adult.

This approach supports our wider **safeguarding, inclusion and equality** work and helps children develop the foundations for healthy, respectful and positive relationships, where everyone feels valued, included and safe.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

8. Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that

the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Through our **Jigsaw PSHE curriculum**, we teach children that everyone is unique and should be treated with kindness, respect and dignity. We celebrate the different families, backgrounds and experiences that make up our school community and help children to understand that families can be different while providing love, care and support.

As part of our teaching about **families and relationships**, children are introduced to a range of family structures in an age-appropriate and natural way. This includes families with same-sex parents, alongside other family structures that children may experience or encounter. These families are presented positively and as one of the many different ways in which families can look.

Our focus is on helping children to develop **kind, respectful and inclusive relationships**. Children learn that it is never acceptable to be unkind to, exclude or bully someone because of their family, background or differences. They are encouraged to recognise unfair or unkind behaviour, support others and speak to a trusted adult when they have concerns.

As in Infant school, our PSHE teaching does not include detailed teaching about gender identity or gender questioning. Our approach is **age-appropriate, sensitive and consistent with the Jigsaw PSHE curriculum**, with an emphasis on kindness, respect, inclusion, equality and keeping everyone safe.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

9. Safeguarding and Support

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly

- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Staff share with children at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children.

Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

10. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking their views on content, approach and resources. This includes:

- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions

We provide information to parents about the PSHE topics being covered each term through our Curriculum Brochures.

Responding to Concerns

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact the class teacher through the school office.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered.

11. Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
 - Using the Jigsaw programme effectively
 - Teaching sensitive and controversial topics
 - Managing difficult questions and discussions
 - Safeguarding and responding to disclosures
 - Creating safe, inclusive classroom environments
 - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

12. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

Monitoring Quality and Impact

The PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

13. Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy

- Health and Safety Policy

Links Across the Curriculum

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles and health
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

14. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers
- Pupils
- Governors

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- *Keeping Children Safe in Education* (2025)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Evidence from educational research and best practice

Review and Update

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Responsibilities

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met

- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

Governors are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

Further Information and Resources

For more information about PSHE at The Grove Infant School please contact the school office.

External resources and guidance:

- Jigsaw PSHE mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)

Parents, staff and governors were consulted in 2026 and this policy is reflective of feedback gathered during that consultation period.