PSHE and RSE Policy

2026-2027

Approved by: FGB

Date: May 2026

Chair of Committee: Mrs N Milford

Headteacher: Mrs N Grimster

Greasby Infant School is committed to promoting a positive work-life balance for all staff.

Next review due by September 2027 or earlier if required



Greasby Infant School Vision & Ethos

Growing Minds
We help all children develop and grow in line with their individual talents and interests. We provide fun, stimulating learning opportunities that develop a curiosity for learning in inspiring and creative ways. We encourage all children to become resilient and independent learners fostering an attitude of consideration and responsibility towards others and their surroundings.

Happy Hearts
We aim to ensure all children develop a love of school through our nurturing environment. We care about the well-being of our pupils and their families and take a holistic approach to their overall development. Through constant engagement with children, parents and the local community, we help our children develop meaningful relationships and a sense of belonging allowing them to feel happy and safe.

Bright Futures
We provide an exciting, active curriculum that challenges all children to develop key knowledge and skills for the future and achieve their full potential. We offer a range of diverse opportunities within our curriculum through languages and outdoor learning, encouraging children to explore their future passions and leave Greasby Infant School ready to take on the world.

Aim

At Greasby Infant School we recognise that Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society and play a significant part in their ability to learn and achieve. We want our pupils to be successful, confident learners and responsible citizens; therefore, we aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. This will enable them to thrive in a supportive, highly cohesive learning community.

As a school, we understand that the teaching of our PSHE curriculum plays a significant role in the Spiritual, Moral, Social & Cultural (SMSC) development of our children.

Personal, Social and Health Education (PSHE):

In the teaching and practice of PHSE (Jigsaw scheme), practitioners should ensure that pupils experience the following dimensions:

<u>Personal Education</u>
As a school, we aim to promote opportunities that will enable pupils to:

- feel valued, respected and cared for, helping to develop a positive self-image
- increase self-awareness
- be aware of his/her feelings and to express them
- experience success
- be independent, self-motivated and self-disciplined
- be safe

<u>Health Education</u>
As a school, we aim to promote opportunities that will enable pupils to:

- develop a healthy lifestyle
- develop a knowledge of health hazards and understand the consequences
- value living things and their environment

Their social development is directly linked to SMSC.

Jigsaw – our PSHE curriculum of study

Through the teaching of Jigsaw, we aim to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

- They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school, we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- 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

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Autumn 1	Bring Me in My World	Includes understanding my place in the class, school and global community as well as equal rights and responsibilities.
Autumn 2	Celebrating Difference	Includes anti-bullying and diversity work.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together.
Spring 2	Healthy Me	Includes self-esteem and confidence as well as healthy lifestyle choices, safety and use of medicines.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and boundaries
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change as well as looking as coping with transition and increasing independence.

Relationships and Sex Education (RSHE)

Maintained primary schools are legally obliged to have an up-to-date RSHE policy that describes the content and organisation of RSHE taught outside science in the National Curriculum.

Relationships and Sex Education (RSHE) is **taught in the summer term** through the Jigsaw programme (PSHE). We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education, and these are taught in a developmentally appropriate way.

There is new RSHE guidance for schools in England for implementation in September 2026.

Jigsaw RSHE Content

The grid below shows specific RSHE learning intentions for each year group in KS1 the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions *Pupils will be able to…*
1	Piece 4: Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus. I respect my body and understand which parts are private.
2	Piece 4: Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can describe what I enjoy about being a boy or girl whilst understanding we are all different.

Withdrawal from RSE Lessons

Greasby Infant School will always recognise that parents/carers have the right to withdraw their children from the sex education aspect of PSHE lessons, this does not include those part that are statutory in the National curriculum. Parents cannot withdraw their children from the Health and Relationships Education provided at school, nor can they be withdrawn from topics taught in science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education aspects of the RSHE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSE to their children at home. Pupils who are withdrawn from sex education will receive appropriate and purposeful education during the period of withdrawal.

Relationships education overview

Families and people who care for me

Through the curriculum, pupils will be taught:

- That families are important for them growing up safe and happy because they can provide love, security and stability.

- The characteristics of safe and happy family life, such as 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.

- That the families of other children, 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.

- That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up.

Caring friendships

Through the curriculum, pupils will be taught:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- Skills for developing caring and kind friendships.

- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

- How to manage conflict, and that resorting to violence is never right.

- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Through the curriculum, pupils will be taught:

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to balance the needs and wishes of different people in relationships and why this can be complicated.

- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

- How to communicate effectively and manage conflict with kindness and respect.

- How to be assertive and express needs and boundaries.

- How to manage feelings, including disappointment and frustration.

- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.

- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.

- About the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

- The conventions of courtesy and manners.

- The importance of self-respect and how this links to their own happiness – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.

- About the different types of bullying, including online, the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.

- What a stereotype is, and how they can be unfair, negative, destructive, or lead to bullying and how to challenge a stereotype.

- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Through the curriculum, pupils will be taught:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.

- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- To recognise when they should tell a trusted adult when they see something they do not like.
- About the importance of exercising caution about sharing any information about themselves online.

Being safe

By the end of their time at Greasby Infant School, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- When secrets should be kept or not kept, in regards to safety.
- That each person's body belongs to them and there are body parts that are private.
- How to respond safely and appropriately to people they may encounter, including online, who they do not know.
- How to recognise who to trust and who not to trust
- How to report concerns about something seen online or experienced in real life, or feelings of being unsafe and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.

Health education overview

Health education is compulsory for all state-funded primary schools.

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support pupils to develop emotional awareness. The school will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. Care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

General wellbeing

Through the curriculum, pupils will be taught:

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.

- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.
- That worrying is normal and affects everyone at different times.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- That loneliness can be felt and what to do if they feel lonely.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss can provoke a range of feelings.
- Who in school they should speak to if they are worried about their own or someone else's mental wellbeing.

Internet safety and harms

Through the curriculum, pupils will be taught:

- That for almost everyone the internet is an integral part of life.
- About the positive and negative aspects of the internet.
- About the benefits of limiting time spent online and the risks of excessive time spent on electronic devices.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- That social media, some apps, computer games, and online gaming are age restricted due to risks.
- How to take a critical approach to what they see and read online and make responsible decisions about which content is appropriate for them.
- That bullying can take place online and that this can impact wellbeing, alongside how to seek support from trusted adults (Stop, Close, Tell).
- That their personal information should not be shared online.
- Who to report concerns to.

Physical health and fitness

Through the curriculum, pupils will be taught:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle.
- How and when to seek support, including which adults to speak to if they are worried about their health.

Healthy eating

Through the curriculum, pupils will be taught:

- What constitutes a healthy diet and begin to plan healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating.

Health and prevention

Through the curriculum, pupils will be taught:

- How to recognise early signs of physical illness.
- About safe and unsafe exposure to the sun.
- About the importance of sufficient good-quality sleep for good health.
- About the impact of poor sleep on mood and ability to learn.
- About dental health and the benefits of good oral hygiene including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- About the facts relating to immunisation and vaccination, aligned with when vaccinations are offered to pupils.

Personal safety

Through the curriculum, pupils will be taught

- About hazards that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways etc.

Basic first aid

Through the curriculum, pupils will be taught:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid for their age.

Developing bodies

By the end of their time at Greasby Infant School, pupils will know:

- About growth, growing from young to old.
- The correct names of body parts and that all of these parts of the body are private and how to express their own boundaries around these body parts.

Teaching and Organisation

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Sex education will also be delivered through the PSHE curriculum.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way through the Jigsaw scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Opportunities to teach safeguarding

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online. Education will be tailored to the specific needs and vulnerabilities of individual pupils.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for violence or harassment.

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHSE curriculum.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks

Equality

The school will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE. The school will ensure topics in RSHE are taught in a way which does not discriminate against pupils.

LGBTQ+ content

As an infant school, teaching relating to LGBTQ+ content is delivered in an age-appropriate way through our broader RSHE curriculum. Rather than being taught as a discrete topic, children may encounter a range of family structures and positive representations of people through stories, books, images, discussions and other curriculum resources. This approach supports our commitment to promoting equality, inclusion, respect and dignity for all, in accordance with the requirements of the Equality Act 2010 and the statutory Relationships Education curriculum.

Religion and belief

RSHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Pupils with SEND

The school will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years). The school will recognise that pupils with SEND may be more vulnerable than their peers. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

Addressing harassment

The school will address bullying through a planned RSHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable.

Teaching will emphasise boundaries and respectful communication while supporting pupils to recognise risk, seek help and report concerns.

The school will ensure learning is accessible for all pupils, including those with SEND who may be more vulnerable to bullying and will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

Development PSHE will take place across all of the curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning. Everyone is encouraged to reflect on the significance of what they are learning and to recognise any challenges that there may be on their own attitude and lifestyle. Staff at our school will model and promote expected behaviour, treat all people as unique and valuable individuals and show respect for pupils and their families. The teachers will, where possible, ensure lessons and topics include a wide range of cultural contexts and opportunities to celebrate pupil's lifestyles, work and achievements. There is a large overlap between the programme of study for Religious Education and the aims of PSHE and SMSC, and we teach a considerable amount of PSHE and SMSC through our RE lessons.

Class discussion and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events
- Share thoughts and feelings with other people.
- Explore relationships with family/friends/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. respect, open mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Agree and disagree.
- Take turns and share.
- Work co-operatively and collaboratively.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- know and understand what constitutes a healthy lifestyle.
- be aware of safety issues.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE 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 PSHE and RSE 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 designated safeguarding lead.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RHSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context. If a child asks the question related to naming the body parts, then the adult will confirm that the term they have used is correct or incorrect and state that it is or is not the medical term and refer the question to the parent at the end of the day.

The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions. Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE subject leader or the safeguarding lead.

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. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

• Parent/carer Jigsaw consultation
• Parent-Teacher Meetings
• Information leaflets/displays

Links with the wider community

- Visitors are welcomed into our school (within safeguarding parameters).
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluating the Policy

The subject leader has responsibility for overseeing PSHE throughout the school. They will keep in touch with national developments and will act in an advisory capacity, supporting colleagues.

Provision for PSHE will be monitored and reviewed on a regular basis working alongside the headteacher and link governor. This will be achieved by:

- Monitoring of teaching and learning
- Regular discussion at staff and governors' meetings.
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Collection of evidence of pupil's work.

The policy will be reviewed on a regular basis by the subject leader and Curriculum Committee of Greasby Infant School Governing Body. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff and parents.

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