

# Hassocks Infant School

Personal, Social & Health Education (PSHE) and  
Relationships Health & Education (RHE) Policy



★ Explore ★ Respect ★ Flourish

Date policy agreed:	May 2024
Date policy to be reviewed:	May 2028
Responsibility:	PSHE & RHE Subject Leader

## Document History

Date	Version	Amended By	Comment (e.g Reason for version change)
9.5.24	2	Alex Everett	Policy renewal date expired in March 2024. This policy has been updated to reflect the revised DfE (2021) statutory guidance and the revised online Jigsaw portal.



## Hassocks Infant School

### Personal, Social, Health Education (PSHE) and Relationships Health Education (RHE) Policy

## Context

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.

From September 2020 The Department for Education (DfE) made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education<sup>[\[footnote 3\]](#)</sup>. They also make Health Education compulsory in all schools except independent schools. They believe that this is necessary because:

*“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...The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.”*

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation<sup>[\[footnote 2\]](#)</sup>

DfE, 2021

## **Our PSHE policy is informed by the following guidance:**

- *Keeping Children Safe in Education (statutory guidance)*
- *Equality Act 2010*
- *SEND code of practice: 0 to 25 years (statutory guidance)*
- *Mental Health and Behaviour in Schools (advice for schools)*
- *Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)*
- *Sexual violence and sexual harassment between children in schools (advice for schools)*
- *The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*
- *Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))*
- *SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).*

## **PSHE and Relationship Education at Hassocks Infant School (Jigsaw Time)**

### **What is Jigsaw Time?**

At Hassocks Infant School, Personal, Social, Health (PSHE) and Relationship Education is a whole-school approach. We value PSHE and Relationship Education as one way to support children's development as individuals. We believe that good teaching of this area of the curriculum will support our children to understand and respect who they are, empower them with a voice and to equip them for life and learning.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area (appendix 1). It brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. This time provides our pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe.

At Hassocks Infant School we recognise we need to respond to various personal, emotional and health needs of our children as they occur. Therefore, in addition to the above "puzzle" areas, teachers will use their ongoing assessments to provide additional sessions supported by the West Sussex "Education4Safety" curriculum to respond to social and emotional needs arising for individuals and groups of children.

The Jigsaw Programme supports the "Personal Development" and "Behaviour and Attitude" aspects of school life as well as contributing significantly to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

### **Why does Relationship and Health Education have to be taught as part of the Jigsaw Programme?**

As previously stated, from September 2020 The Department for Education (DfE) made Relationships and Health Education compulsory for all primary schools in England and

Relationships, Sex and Health Education compulsory in all secondary schools in England. The implementation of this statutory guidance ensures that our children are equipped with the skills and understanding to make informed decisions about their wellbeing, health and relationships to support them with fostering a happy, healthy and successful adult life.

Relationships and Health Education is taught within our whole-school PSHE Programme (Jigsaw Time) (appendix 2).

### What is taught during Jigsaw Time and who teaches it?

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. At Hassocks Infant School we have six Jigsaw Time sessions each half term, taught by the class teacher or regular PPA cover teachers.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

### **How does Jigsaw Time promote positive mental health?**

As part of our Jigsaw Time approach, the children will actively engage in mindfulness activities. At Hassocks Infant School we believe that mindfulness opportunities pose a range of benefits including reducing stress and anxiety, self-regulation of emotions and supporting concentration.

During this time, mindfulness will be developed in three key ways:

- 1 'Calm Me' activities e.g. breathing, awareness exercises and visualisations.
- 2 'Pause Points' activities e.g. practise observing thoughts and feelings.
- 3 The taught curriculum by helping the children to explore their thoughts and feelings.

### **How is Jigsaw Time promoted across the school timetable and community?**

Jigsaw Time lessons and learning is reinforced and enhanced in many ways, such as:

- Assemblies
- Collective worship opportunities
- Our Golden Rules
- Celebration Assemblies
- Special themed days and weeks
- Through child to child, adult to child and adult to adult relationships across the school
- The work of the School Council
- Working with our local community
- Inviting visitors to school from a range of cultures, societies and backgrounds
- Close partnerships with families

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

### **Why is a Safe and Positive Learning Environment important for Jigsaw Time?**

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 unit. This is reinforced daily through Hassocks Infant School's Golden Rules. All children will be made aware of trusted adults in the school environment and learn to identify areas of the school where they feel safe.

## **The statutory requirements of Relationships, Sex and Health Education (RSHE)**

### **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.

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 families and that each is important to the children involved. This holistic approach ensures the learning is reinforced throughout the year and across the curriculum.

### **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.

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 “Calm Me” time; social skills are fostered in every lesson through the “Connect Us” activity and respect and is enhanced through the use of the “Jigsaw Charter”.

### **What does the DfE statutory guidance on Sex Education expect children to know by the time they leave primary school?**

The DfE Guidance (2021) recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It states that 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.”

The Sex Education aspect of the Jigsaw Programme does not apply until Key Stage Two (KS2). Our curriculum at Hassocks Infant School lays the foundations for these future areas of learning. Hassocks Infant School fosters a strong relationship with Windmills Junior School to ensure a consistent and progressive approach in order to prepare children for Key Stage 2.

## **Working with Others to develop our PSHE and Relationship Programme**

### **How will we engage with parents and carers?**

At Hassocks Infant School we encourage parental/carer involvement in all aspects of their children's learning. Our PSHE teaching has been developed in consultation with our parents through parent workshops and questionnaires. Parents and carers will continue to be given the opportunity to find out about and discuss the Jigsaw PSHE & Relationship programme through information evenings and opportunities to view the materials that are used within each year group.

### **What are parents' and carers' right to request their child be excused Relationship and Health Education?**

During the Relationship and Health Education sections of the Jigsaw Programme children will be taught about the correct terminology of their body parts (including some private body parts) (see appendix 3). As this falls within Health and Relationship Education guidance, this is compulsory and children cannot be opted out of these sessions. The school will inform parents of the body parts their children will be learning through regular parent workshops.

### **How do we promote other external contributors?**

At Hassocks Infant School we work closely with a range of professionals and agencies to further safeguard our children such as Family Support Workers, School Nurses, Social Workers, The Police, and fire service. We understand these individuals/agencies can positively impact and compliment PSHE and Relationship learning and actively seek their support and involvement.

## **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding and child protection policy should be followed and the Designated Safeguarding Lead (DSL) informed.

## **Equality**

The Equality Act 2010 covers the way the curriculum is delivered. Schools have a legal duty to promote equality (Equality Act, 2010), to combat bullying (Education Act, 2006) and ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE and Relationship Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Inclusivity is a core part of Jigsaw philosophy. Teachers will use their ongoing assessments to ensure that the needs of all children are met.

## **Monitoring and Review**

The Designated Safeguarding Lead (DSL) and PSHE & RHE subject leader will monitor the delivery of the programme through observations, book monitoring and discussion with teaching staff, pupils and parents to ensure consistent and coherent curriculum provision.

The DSL, PSHE & RHE subject leader and teachers will continuously monitor the personal, social, emotion and health needs of cohorts and respond appropriately through additional PSHE and RHE sessions when necessary.

## **Links to other policies and curriculum areas**

We recognise the clear link between Jigsaw PSHE & Relationships and many policies, statutory guidance documents and curriculum areas such as:

- Science curriculum and policy
- Computing and e-safety curriculum and policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- PREVENT policy
- Keeping Children Safe in Education (statutory guidance)
- Working Together to Safeguard Children (statutory guidance)

## **Policy Review**

This policy is reviewed every 4 years. It is next due for renewal in May2028 due to changes in DfE guidance. The policy will then be reviewed at 4-yearly intervals.

## Appendix 1 – Jigsaw Programme – Content Overview (Reception to Year 2)

<b>Jigsaw Content Overview (Reception to Year 2)</b>			
<b>Jigsaw Puzzle Piece (Units)</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Being Me in My World</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings
<b>Celebrating Differences</b>	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
<b>Dreams and Goals</b>	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success
<b>Healthy Me</b>	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Medicine safety Healthy eating and nutrition Healthier snacks and sharing food
<b>Relationships</b>	Family life Friendships	Belonging to a family Making friends/being a good friend	Different types of family Physical contact boundaries

	Breaking friendships Falling out Dealing with bullying Being a good friend	Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
<b>Changing me</b>	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

## Appendix 2 – Jigsaw and Relationship and Health Education (Reception to Year 2)

- ✓ Reception
- ✓ Year 1
- ✓ Year 2

DfE Statutory Relationships & Health Education Guidance By the end of Primary School children should be taught....	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
(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					✓	
(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					✓	✓
(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 or advice from others, if needed		✓ ✓			✓ ✓	
(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					✓	✓ ✓
(R20) that people sometimes behave differently online, including by pretending to be someone they are not		✓			✓	
(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						

### Appendix 3 – Jigsaw Time Vocabulary and Body Parts Taught and Used

Year Group	Key Vocabulary and Phrases used during Jigsaw Time
<b>Reception</b>	<p>belong, feelings, similar, different, special, kind, unkind, friend, stand up for self, working with others, gentle, rights, responsible, challenge, achieve, goal (target), encourage, exercise, healthy, body, moving, resting, sleep hygiene, job, lonely, problems, calm, feelings, grow, worries, memories, stranger.</p> <p>Body parts: general body parts e.g. hands, feet, legs, arms etc.</p>
<b>Year 1</b>	<p>special, safe, responsibilities, belong, rights, safe, proud, contribute, feelings, consequences, choices, similarities, differences, bullying, talk, unhappy, bullied, friends, celebrating, goals, success, achieve, achieving together, tackle, challenges, obstacles, overcome, healthy choices, healthy, unhealthy, lifestyle, germs, disease, illness, medicine, poorly, medicine, road, crossing, safety, family, belong, important, different types, friend, physical contact, acceptable, unacceptable, community, qualities, praise, express, appreciate, life cycle, changes, grow, private, life.</p> <p>Body parts: As above and the following private body parts - penis, testicles, vagina, anus.</p>
<b>Year 2</b>	<p>Worried, hopes, fears, rights, responsivities, safe, fair, listen, contribute, rewards, consequences, cooperatively, choices, stereotypes, gender, assumptions, bullying, bullied, wring, judge, being different, unique, special, realistic goal, achieve, persevering, difficult, working together, problems, healthy, motivated, healthy lifestyle, relaxed, stressed, weak, strong, medicine, safely, healthy relationships, snacks, body, energy, nutritious, identify, value, family, cooperate, share, physical contact, acceptable, unacceptable, conflict, resolve, secret, trust, appreciate, community, cycles of life, changes, natural, growing, changes, continuum of young to old, independent, physical differences (boys and girls), types of touch, saying no.</p> <p>Body parts: As above and the following private body parts - penis, anus, testicles, vagina, vulva.</p>

