BOYNE HILL SCHOOL

PSHE POLICY

(Personal, Social, Health Education, including Relationships and Health Education)

Rooted in our local community and inspired by the welcoming arms of Jesus, our school extends love, care and respect to all. We strive to nurture the full potential of every pupil, helping them grow physically, academically and spiritually, equipping them with the skills to flourish. Our vision is reflected in our motto

'Feeding body, mind and soul'

Context

Maintained schools have obligations under section 78 of the Education Act (2002) which requires them, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and to prepare pupils for the opportunities, responsibilities and experiences of later life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed and ethical decisions about their wellbeing, health and relationships and to have the confidence in their own ability to exert control over their own motivation, behaviour and social environment. Cultivating positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness and knowing how and when to ask for help, as well as where to access support, are important skills and knowledge to have when facing life's difficult situations.

An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help to ensure that pupils treat each other well and go on to be respectful and kind adults.

Intent

At Boyne Hill CE Infant & Nursery School, we value PSHE as a planned programme of learning opportunities and experiences that help our pupils grow and develop as individuals and as members of families and communities. We aim to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. A comprehensive PSHE programme enables pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and in the future. Carefully linked with our own school values, we recognise that PSHE makes a significant contribution to children's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon not only the school's values but also the fundamental British values.

Personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Pupils will be supported to manage emotions,

develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

To ensure progression and a spiral curriculum, we use Jigsaw Primary, the mindful approach to PSHE, as our chosen teaching and learning programme. Jigsaw Primary lessons also include mindfulness, allowing pupils to advance their emotional awareness, concentration, focus and self-regulation. Our mapping documents and statutory Relationships and Health Education, show exactly how Jigsaw Primary, and therefore our school, meets the statutory Relationships and Health Education requirements.

Implementation

We teach Personal, Social, Health Education as a whole-school approach which begins in the Early Years Foundation Stage through the Prime area of learning and development PSED (Personal, Social and Emotional Development) which lays a solid foundation for the learning which will follow in subsequent years.

We subscribe to The Jigsaw Primary Programme as it offers us a comprehensive, carefully thought through Scheme of Work which brings consistency and progression to our pupils' learning in this important curriculum area. The curriculum and progression maps of the programme can be seen on the school website.

Jigsaw Primary covers all areas of PSHE, 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 with the learning deepening and broadening every year. Please see our school website for a map of how our school values, SMSC and the fundamental British values link with each unit.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes self-identity, understanding feelings, being part of a class, rights and responsibilities and a safe and fair learning environment. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes being special, similarities and differences, anti-bullying and gender diversity.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, overcoming obstacles, group cooperation and perseverance.
Spring 2	Healthy Me	Includes exercise and healthier lifestyle choices, medicine safety, road safety, motivation and relaxation.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, physical contact boundaries and secrets.
Summer 2	Changing Me	Includes Relationships Education in the context of coping positively with change.

In the EYFS at Boyne Hill CE Infant & Nursery School, Personal, Social and Emotional development is embedded in the continuous provision as a prime area of learning and the Jigsaw Primary Scheme of Work for 3-4 and 4-5 year olds will further support this through whole class or small group teaching as deemed appropriate for the age and stage of the pupils.

In Key Stage 1, discrete PSHE lessons are delivered each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

The explicit learning is reinforced and enhanced in many ways throughout the school including through assemblies and collective worship, praise and rewards, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the whole school community, in line with our school Vision.

Intended Impact

The impact of a high-quality PSHE curriculum will be evident in the way pupils think about themselves and how they behave and interact with others in the school community. It is our aim that by the time pupils leave the school at the end of Year 2, the taught elements of PSHE and relationships education are embedded and ready to be built on in the next stage of their educational journey. They will have a secure sense of identity and belonging,

can talk about feelings and emotions, are able to share and take turns, show respect for themselves and others, understand the importance of healthy lifestyle choices, demonstrate safe behaviours and have some secure friendships which they take with them to their next school.

What is Relationships Education?

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact, are the forerunners of teaching about consent.

What is Health Education?

Health education focuses on teaching the characteristics of good physical health and mental wellbeing. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

The expected outcomes for each element of Relationships and Health Education by the end of Key Stage 1 can be found in Appendix A at the end of this policy.

Handling difficult questions

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will be used in line with all other curriculum subjects.

Often questions will be addressed to the whole class but should the need arise, questions may be answered on an individual or small group basis. Professional judgement will be applied here in line with the School Safeguarding and Child Protection procedures. On occasions, it may be considered that the people best placed to answer a pupil's question are their parents/carers and the school will liaise with the pupil's family appropriately.

Monitoring and Evaluation

The teachers will have the same high expectations of the quality of pupils' work in this subject as for other curriculum areas. However, Jigsaw does not encourage teachers to mark or 'grade' pupils' work, but instead give age appropriate, positive written and/or verbal feedback that indicates what the pupil has done well and a suggestion for development.

Teaching, learning and the success of the PSHE curriculum will be monitored by the subject leader through observation, pieces of work produced, through conversations with pupils and staff and through recognition of attitudes and behaviours as a result of teaching the programme.

Working with parents and the wider community

The role of parents in the development of their child's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their child to grow and mature and to form healthy relationships.

There is no right to withdraw from Relationships Education or Health Education. The contents of the curriculum – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents will be able to view this PSHE/RHE policy on the school website and the curriculum content will be shared and explained at the beginning of each school year at an open KS1 Curriculum Information Meeting. The mapping documents are also available on the school website.

Responsibility of the Governing Board

As well as fulfilling their legal obligations, the Governing Board, through information sharing and presentations given by the Head Teacher and teaching staff, should ensure that:

- The progress made by all pupils in terms of meeting the expected educational outcomes, is monitored;
- The subjects are well led, effectively managed and well-planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils, including those with SEND;
- Clear information is provided for parents on the subject content;
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

<u>This policy will be reviewed biennially</u>

Last reviewed: October 2026

Appendix A

Relationships Education in (Primary) Schools – DfE Statutory Guidance 2019, as amended September 2025 and 2026

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. All statutory outcomes are covered in the Jigsaw Primary Programme.

The guidance states that, by the end of Key Stage 1:

	Pupils should know…	**How Jigsaw provides the solution**
Families and People Who Care for Me	• That families are important for children 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. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	*All of these aspects are covered in lessons within the Puzzles* • *Relationships* • *Changing Me* • *Celebrating Difference* • *Being Me in My World*
Caring Friendships	• 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. Pupils should learn skills for developing caring, 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.	*All of these aspects are covered in lessons within the Puzzles* • *Being Me in My World* • *Celebrating Difference* • *Relationships*
Respectful, Kind Relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	*All of these aspects are covered in lessons within the Puzzles*

	• 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. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • 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. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes 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.	• *Being Me in My World* • *Celebrating Difference* • *Dreams and Goals* • *Healthy Me* • *Relationships* • *Changing Me*
Online Safety and Awareness	• 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	*All of these aspects are covered in lessons within the Puzzles* • *Relationships* • *Changing Me* • *Celebrating Difference*
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	*All of these aspects are covered in lessons within the Puzzles*

	• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	• *Relationships* • *Changing Me* • *Celebrating Difference*

Physical Health and Mental Wellbeing Education in (Primary) Schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The guidance states that, by the end of Key Stage 1:

	Pupils should know…	**How Jigsaw provides the solution**
General wellbeing	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • 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, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.	*All of these aspects are covered in lessons within the Puzzles* • *Healthy Me* • *Relationships* • *Changing Me* • *Celebrating Difference*

Wellbeing Online	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.	*All of these aspects are covered in lessons within the Puzzles* • *Relationships* • *Healthy Me*
Physical Health and Fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.	*All of these aspects are covered in lessons within the Puzzles* • *Healthy Me*
Healthy Eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	*All of these aspects are covered in lessons within the Puzzles* • *Healthy Me*
Drugs, Alcohol, Tobacco & Vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	*All of these aspects are covered in lessons within the Puzzles* • *Healthy Me*

Health, Protection & Prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	*All of these aspects are covered in lessons within the Puzzles* • *Healthy Me*
Personal Safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	**KS2 onwards**
Basic First Aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	**KS2 onwards**
Developing Bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	**KS2 onwards** • *Changing Me* **KS2 onwards**