



PSHE & RSE Policy

Including RSE (Statutory Summer 2021)

Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment. We provide an outstanding education for all children.

Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Reviewed: Spring 2025

Reviewed by: Headteacher

Next review Date: Spring 2026

Governor Committee: Curriculum and Standards Committee

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1996

- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2024) 'Keeping children safe in education 2024' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches that respect the distinct nature of the subject
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy [annually](#).
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

3. Aims and structure of the PSHE curriculum

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

4 Curriculum Intent and Implementation at CHI

4.1 Curriculum Intent

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.

At Coombe Hill Infants' School, we choose to deliver Personal, Social, Health Education and RSE using Jigsaw, the mindful approach to PSHE/RSE, alongside our own Winnie the Pooh Learning Behaviours and our Golden Rules.

4.2 Objectives/Pupil learning intentions:

Jigsaw 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

The Coombe Hill Infants' **Learning Behaviours** are linked to our school **Golden Rules** and are designed to help our young children:

- Be **Respectful**: be gentle, kind and helpful, share, work and think of

the feelings of others

- Be **Resilient**: work hard, enjoy learning, ignore distractions and learn from mistakes
- Be good at **Reasoning**: listen to others, make the right choices, be honest, ask questions, think things through and listen to others
- Be **Resourceful**: try their best, think about the best way to learn, change things if they are not working and think about what they have learnt.
- Be **Responsible**: look after property, take care of our own personal property and shared resources and know how to stay safe
- Be **Ready**: follow the Golden Rules, sit and and listen well

4.3 Curriculum Implementation

All staff have a clear and ambitious vision for providing high quality teaching of PSHE/RSE and an invested interest in the development of our young children as well rounded individuals in the community. PSHE/RSE at Coombe Hill Infants' is taught through:

- A whole school approach with all teachers working on the same themes at the same time
- Weekly Jigsaw assemblies generating a whole school focus which is then reflected upon in individual classes
- Monday Assemblies introducing the Learning Behaviour of the week- subsequently followed up and celebrated in class or in a 'sticker assembly'
- Consistent and ongoing focus on desired behaviours, celebrating positive skills, attitudes and values
- All teachers consistently modelling school learning behaviours and British Values through all interactions

5. PSHE/RSE curriculum planning

At Coombe Hill Infants' we use the Jigsaw programme alongside our own school Learning Behaviours and Golden Rules to deliver our PSHE/RSE curriculum across the whole school.

5.1 How is Jigsaw organised in school?

Jigsaw brings together PSHE Education, RSE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE/RSE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs

today); and one is based on emotional literacy and social skills development to enhance children’s emotional and mental health.

Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group.

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

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationship and Sex Education in the context of looking at and managing change

5.2. How is teaching of the Learning Behaviours taught in school?

Our Learning Behaviours involve building and developing particular habits of mind to help our young children face difficulties and challenges calmly, confidently and creatively. We use Winnie the Pooh characters to illustrate and promote our Learning Behaviours. These are linked to our Golden Rules.

We focus on one Learning Behaviour a week, introduced on a Monday in an assembly, and children are rewarded with stickers for positive behaviour noticed by teachers. Winnie the Pooh characters and their associated Learning Behaviours are on display in every classroom and are referred to regularly.

5.3 The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that the ‘Golden Rules’ are agreed upon and owned at the beginning of the year and are reinforced in every lesson.

Coombe Hill Infants’ Golden Rules:

- We are kind and helpful
- We work hard
- We are gentle
- We look after property
- We listen to other people
- We are honest

The Jigsaw Charter is also referred to at the beginning of each class Jigsaw lesson:

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

6. Relationships, Sex and Health Education

Every primary school is required to deliver statutory relationships education and health education. For the purpose of this policy, "Relationships and Sex Education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, and "Health Education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and are delivered as part of our school's PSHE curriculum.

Coombe Hill Infants' follows a curriculum that is age-appropriate for pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils is considered, so that the topics that are covered are taught appropriately.

Through the Jigsaw programme, children will be taught about:

- positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults- (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)
- showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent
- positive relationships online and internet safety
- Families in all forms and contexts (including for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.)
- positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- boundaries and privacy, ensuring young people understand that they have rights over their own bodies

6.1 Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby.
	Assumption and stereotypes about gender' understanding bullying;standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group cooperation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; assertiveness; appreciate that some parts of my body are private

6.2 Health Education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values.

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

6.3 Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.

5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change; differences between male and female.
6 - 7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old;

6.3 Answering Difficult Questions and Sensitive Issues

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

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later or discussed with parents. Our school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Leads if they are concerned. We also believe that the correct terminology should always be used.

7. Resources

We seek to develop a consistent, whole school range of resources for all PSHE teaching and learning in the school. This includes but is not limited to:

- Jigsaw planning and presentation resources
- Jigsaw soft toy characters
- Jigsaw Mindfulness chimes
- Winnie the Pooh Learning Behaviours resources (posters, stickers etc)
- Winnie the Pooh soft toy characters
- Whole School Golden Rules (displayed in the hall)

7.1 External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, NSPCC representatives, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input is carefully planned and monitored to fit into and complement the programme and wider curriculum.

Teachers are always present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

8. Pupils with Additional Needs

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers do, as always, tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

9. Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE lessons; 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 lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

10. Monitoring and review

10.1 Role of the subject leader

It is the responsibility of the PSHE subject leader:

- to develop, implement and review an action plan for PSHE;
 - to monitor the teaching and learning of PSHE throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;

10.2 Monitoring of the standards of children's learning and of the quality of teaching in PSHE/RSE is the responsibility of the PSHE/ RSE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

10.3 This policy will be reviewed annually