



Hamp Nursery and Infants School

Personal, Social, Health and Economic (PSHE) Policy 2026 - 2027

PSHE education incorporates Relationships and Health Education, alongside wider learning around personal development and economic wellbeing. At Hamp Nursery and Infants School, we incorporate the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) guidance within both our PSHE curriculum and this policy, ensuring that teaching is age-appropriate, developmentally appropriate and reflects the needs of our children.

Introduction

At Hamp Nursery and Infants School, our curriculum has been developed to meet the requirements of the National Curriculum for Key Stage 1 and the Early Years Foundation Stage framework for Nursery and Reception. It includes not only the formal curriculum requirements, but also a range of opportunities and experiences that enrich and enhance the learning of our children within their local context. It also encompasses the 'hidden curriculum': what children learn through the way they are treated, the relationships they develop and the expectations and values modelled throughout school life.

We believe that children learn best when their learning is fun, meaningful and engaging. Our curriculum has been planned to ensure that children acquire both knowledge and skills. It follows a cross-curricular approach centred around each Literacy Tree story, with a specific focus question used to stimulate curiosity and interest. The curriculum is carefully structured to ensure progression in knowledge and skills, with opportunities for children to revisit, build upon and embed their learning, helping them to develop a lifelong love of learning.

We nurture our children on their journey and encourage them to become creative, unique, open-minded and independent individuals who are respectful of themselves and others within our school, local community and wider world. We take our responsibility to prepare children for life in modern Britain seriously and ensure that Fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive and highly value the individuality of all our pupils and staff. Our curriculum is flexible and responsive to the needs of our children, supporting all pupils to become successful lifelong learners who are able to make a positive contribution to society and to future generations.

Rationale

Personal, Social, Health and Economic (PSHE) education supports pupils to develop the knowledge, skills and attributes they need to lead healthy, safe and fulfilling lives, both now and in the future. At Hamp Nursery and Infants School, our PSHE curriculum incorporates the statutory requirements for Relationships Education and Health Education and is taught in an age-appropriate and developmentally appropriate way.

Relationships Education focuses on the fundamental building blocks of positive relationships, including families and friendships, kindness and respect, personal boundaries, privacy and knowing how and when to seek help. Children are supported to recognise and express their feelings, develop positive emotional and mental wellbeing and learn how to keep themselves and others safe, both online and offline.

Sex education is not compulsory in primary schools. At Hamp Nursery and Infants School, we do not teach sexual reproduction. Relevant statutory content is taught through Relationships and Health Education and the National Curriculum for Science, including age-appropriate learning about the human body, growth and change. Children are encouraged to ask questions and these will be answered honestly and sensitively, taking account of their age and developmental stage. Where a question is not appropriate to address within a whole-class setting, staff will respond in accordance with our safeguarding procedures and work with parents/carers. We will always inform parents/carers and seek their assistance in how to respond to the children in a way that is appropriate for their stage and family.

Relationships and Health Education complement learning across our wider curriculum, including PSHE, Science, PE and Computing, and are fully integrated within our PSHE provision.

Curriculum Intent:

At Hamp Nursery and Infants School, it is our intention to build a strong sense of belonging across the whole school where children respect, love and care for everyone in our diverse school community. We provide children with opportunities to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We aim to support children's confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We ensure pupils have opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. Children are supported to understand how to keep themselves healthy and safe, recognise when something does not feel right and develop the confidence and vocabulary to seek help from trusted adults.

We promote and practise mindfulness, supporting children to develop their emotional awareness, concentration and focus, enabling them to take increasing responsibility for their learning, health and wellbeing. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the wider world. We make continuous links to online safety, supporting children to develop positive and respectful relationships online and offline and the knowledge and skills they need to navigate the online world safely and responsibly.

Curriculum Implementation:

At Hamp Nursery and Infants School, our PSHE curriculum is carefully planned and sequenced to meet the needs of our children and the statutory requirements for Relationships and Health Education. We use Jigsaw PSHE as our main scheme of learning, adapting and supplementing it where necessary to ensure coverage of the statutory guidance and to reflect the age, developmental stage and needs of our pupils.

Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development through a whole-school approach. All year groups work on the same broad theme (Puzzle) at the same time, at an age-appropriate level. The six Puzzles are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. This provides a consistent whole-school approach while enabling knowledge, skills and understanding to build progressively as children move through the school.

Teaching is inclusive, participative and responsive to the needs of our pupils. Lessons provide opportunities for discussion, reflection and practical learning within a safe and supportive environment. Teachers use their professional judgement to adapt teaching and resources to ensure that learning is accessible and developmentally appropriate, including for pupils with SEND. Where additional or alternative resources are used, these are carefully selected to ensure that they are accurate, appropriate and consistent with the aims and requirements of our PSHE and Relationships and Health Education curriculum.

PSHE and Relationships and Health Education are supported by our wider school curriculum and ethos, with links made to areas including Science, Computing, PE, safeguarding, online safety, mental health and wellbeing and Fundamental British Values. Our PSHE curriculum makes an important contribution to pupils' personal development, supporting children to develop confidence, resilience, independence, respect for others and an understanding of how to keep themselves healthy and safe. This enables children to revisit and apply their learning in different contexts and supports a whole-school approach to developing healthy, safe and respectful relationships and behaviours, while preparing children for the opportunities and responsibilities of life in modern Britain.

Jigsaw content and progression:

Puzzle	Reception	Year 1	Year 2
Being Me in My World	Developing a sense of belonging; understanding feelings; recognising what makes us special; following expectations and knowing who can help us.	Feeling safe and special; belonging to a class; understanding rights, responsibilities, rewards and consequences.	Recognising hopes and fears; understanding rights and responsibilities; contributing to a positive and safe learning environment.
Celebrating Difference	Recognising similarities and differences; understanding that everyone is unique; developing friendships and recognising unkind behaviour.	Celebrating differences; understanding what bullying is; knowing how to respond to unkind behaviour; making new friends.	Recognising and challenging stereotypes; understanding bullying; standing up for ourselves and others; respecting difference and maintaining friendships.
Dreams and Goals	Identifying strengths and interests; trying new things; developing perseverance; setting simple goals and asking for help.	Recognising successes and achievements; setting goals; tackling challenges and overcoming obstacles.	Setting realistic goals; developing perseverance and motivation; working with others and recognising how we can support one another.
Healthy Me	Understanding healthy food, physical activity, sleep and personal hygiene; recognising feelings and learning simple ways to keep safe and healthy.	Making healthy lifestyle choices; understanding oral and personal hygiene; medicine and household safety; road safety; recognising links between health and happiness.	Making healthy choices; understanding healthy eating and nutrition; recognising the importance of relaxation, physical activity and looking after our physical and emotional wellbeing.
Relationships	Understanding family and friendship; being a good friend; managing disagreements; recognising trusted adults; developing an understanding of personal space and boundaries.	Understanding families and friendships; recognising qualities of positive relationships; physical contact preferences and boundaries; knowing who can help us.	Understanding different families; friendship and conflict; cooperation; trust and appreciation; personal boundaries; recognising worrying secrets or situations and knowing how to seek help.

Changing Me	Understanding growth and change; recognising how we have changed since being babies; respecting and looking after our bodies.	Understanding life cycles and changes as we grow; recognising private parts of the body; developing confidence in managing change.	Understanding life cycles and growing from young to old; increasing independence; understanding privacy and personal boundaries; using age-appropriate correct anatomical terminology and developing confidence in managing change.
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Jigsaw Lesson Structure:

Each Jigsaw lesson (Piece) is underpinned by a shared Charter, which promotes respectful behaviour and creates a safe and supportive environment for learning and discussion. Lessons follow a consistent structure through Connect Us, Calm Me, Open My Mind, Tell Me or Show Me, Let Me Learn, Help Me Reflect and Closure. This structure provides opportunities for children to build positive relationships, become calm and focused, engage with new knowledge and skills, participate in practical and collaborative learning, and reflect on and consolidate their understanding. Pause Points are also used where appropriate to give children opportunities to stop, reflect and become aware of their thoughts and feelings.

Teachers use their professional judgement to adapt Jigsaw lessons, resources, questioning and activities according to the age, developmental stage and individual needs of their pupils. Appropriate scaffolding and support ensure that all children, including those with SEND and EAL, can access and participate fully in PSHE learning.

Each class maintains a PSHE floor book which provides an ongoing record of learning across the year. Floor books capture each lesson through examples of children's work, photographs and, importantly, pupil voice, reflecting children's thoughts, ideas, discussions and understanding. Assessment in PSHE is primarily formative and ongoing, drawing on pupil voice, discussion, observation, questioning and children's responses to identify understanding, demonstrate progression and inform future teaching.

Wider and Supplementary PSHE Provision:

Our PSHE and Relationships and Health Education curriculum extends beyond Jigsaw lessons and is supported through the wider curriculum, whole-school provision and everyday experiences. This enables children to revisit important knowledge and skills in meaningful contexts and ensures that our curriculum is responsive to the needs of our pupils.

Across the school, children learn about how to keep themselves safe, healthy and well, including the importance of healthy eating, physical activity, good sleep, personal hygiene, oral health and looking after their emotional wellbeing. Children learn about people who help us, both within school and the wider community, and develop an understanding of trusted adults and how to seek help when they are worried or feel unsafe, including the importance of continuing to tell a trusted adult until they are heard and helped. Learning about personal safety, including age-appropriate road, water, sun and online safety, safe and respectful online relationships and the importance of protecting personal information, is reinforced through the wider curriculum, assemblies and other school experiences.

Our Early Years provision supports good oral health, including through the Big Brush Club

supervised toothbrushing programme. Health and wellbeing are further promoted through areas of the curriculum including Science, PE and Computing, alongside whole-school activities, visitors, themed events and opportunities arising from the needs and experiences of our children. These experiences complement our planned Jigsaw curriculum and support children to develop the knowledge, skills and attributes they need to lead safe, healthy and happy lives.

Statutory Requirements for Relationships and Health Education:

Relationships Education is compulsory in all primary schools and Health Education is compulsory in all state-funded primary schools. At Hamp Nursery and Infants School, our curriculum reflects the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, which applies from 1 September 2026.

The focus of Relationships Education in primary schools is on establishing the fundamental building blocks of positive and respectful relationships, with particular emphasis on families and friendships, relationships with other children and adults, and relationships online. Statutory Relationships Education is organised around five key areas: Families and People Who Care for Me, Caring Friendships, Respectful Relationships, Online Relationships and Being Safe.

Health Education supports children to develop the knowledge and understanding they need to look after their physical and mental wellbeing. At Hamp Nursery and Infants School, this includes age and developmentally appropriate learning about mental wellbeing, physical health and fitness, healthy eating, personal hygiene and oral health, keeping safe, how to seek help in an emergency and how our bodies grow and change. Teaching is carefully selected and sequenced to provide appropriate foundations towards the statutory end-of-primary expectations.

Relationships and Health Education are integrated within our wider PSHE curriculum and complemented by learning across the curriculum and wider school provision. Teaching is appropriate to the age, developmental stage and needs of our pupils and supports children to develop the knowledge and skills they need to form healthy relationships, make informed choices and keep themselves and others safe.

Anatomical Terminology:

In Year 2, during Piece 6 (Changing Me) in the Summer term, children learn the correct anatomical names for parts of their bodies. This includes naming both 'public' parts of the body, such as arms, legs and head, and 'private' parts of the body. Children are taught the terms penis and vagina as part of this age-appropriate learning.

At Hamp Nursery and Infants School, we recognise that teaching children accurate anatomical vocabulary is an important part of safeguarding and helps children to develop the knowledge and language they need to keep themselves safe. Using correct terminology reduces confusion and enables children to communicate clearly about their bodies, which is particularly important if a child needs to report a concern or describe something that has happened to them. We believe that an uninformed child is a vulnerable child, and therefore provide children with age-appropriate knowledge about their bodies, privacy and personal boundaries to empower them to understand and safeguard themselves.

Working with Parents and Carers:

At Hamp Nursery and Infants School, we recognise the important role of parents and carers and are committed to openness and transparency about our PSHE and Relationships and Health Education curriculum. Parents are informed about what children will be taught and are welcome to discuss the curriculum or view teaching materials and resources used by the school. Each year, the PSHE Subject Leader leads an RSHE parent workshop, providing an opportunity for parents and carers to understand what is taught, see examples of resources and ask questions about our approach. Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education, or from related content within the National Curriculum for Science. Parents have the right to request that their child is withdrawn from any non-statutory sex education taught outside these requirements; however, Hamp Nursery and Infants School does not teach non-statutory sex education.

Mental Health and Wellbeing:

Promoting positive mental health and emotional wellbeing is an important part of our PSHE and Health Education curriculum. Children are supported to recognise and talk about a range of emotions, develop strategies to manage their feelings, understand the importance of looking after their mental wellbeing and know when and how to seek support. Teaching also helps children to understand the relationship between physical and mental health, including the positive impact of sleep, physical activity, healthy lifestyles, relationships and time spent outdoors.

Mental health and wellbeing are promoted throughout the wider curriculum and everyday life of the school, as well as through planned PSHE learning. Further information about our whole-school approach, provision and support for pupils can be found in the Mental Health and Wellbeing Policy.

Curriculum Impact:

The impact of our PSHE curriculum is monitored by the PSHE Subject Leader through a range of activities, including learning walks, lesson observations, floor book scrutiny, pupil voice and discussions with staff. Assessment in PSHE is primarily formative and ongoing. Teachers use observation, questioning, discussion and children's responses to identify what children know and understand and to inform future teaching. Class PSHE floor books provide evidence of learning and progression through examples of work, photographs and pupil voice.

As a result of our PSHE curriculum, children develop the foundational knowledge, skills and attributes needed to support their personal development and prepare them for the next stage of their education. They understand the importance of positive relationships, friendship and family and recognise the characteristics of healthy and respectful relationships, both online and offline. Children learn to value and respect similarities and differences, understand personal boundaries and privacy, recognise situations that may make them feel worried or unsafe and know who they can turn to for help.

Children develop key knowledge and skills to support their physical and emotional wellbeing, understanding the choices that can help them to stay healthy and safe. They develop the vocabulary to recognise, understand and communicate a range of emotions and learn strategies to manage their feelings and respond appropriately to different situations. Children understand that their actions and choices can affect themselves and others and develop empathy, kindness and

respect.

Through PSHE and the wider life of the school, children develop confidence, independence and resilience. They learn to cooperate with others, contribute positively to their school and wider community, respond to challenges and increasingly take responsibility for their choices and behaviour. By the time children leave Hamp Nursery and Infants School, they have developed secure, age-appropriate foundational knowledge and skills in healthy relationships, physical and mental wellbeing, personal safety and responsible citizenship, providing a strong foundation for continued learning and personal development as they move on to the next stage of their education.

Speaking and Listening

At Hamp Nursery and Infants School, we place a strong emphasis on the development of Speaking and Listening skills. This will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practising of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practised throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practising of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversation with children and with other staff. Our PSHE curriculum places emphasis on speaking and listening, supporting important skills of listening to others, sharing our feelings and turn taking in conversation. In every session, children are given opportunities to talk as they wish in a safe and comfortable environment, as well as giving them the 'right to pass' if they feel unable to share an idea at a particular time.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High-quality teaching, adapted to meet individual pupils' needs, is the first step in responding to pupils who have or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-teaching or may work in a small group. In group time, additional needs will be addressed through appropriately supported individual or small-group learning where required and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEND support and short-term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through high-quality teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented

Teachers identify pupils who demonstrate particular strengths within PSHE and provide appropriate opportunities for challenge, deeper thinking, leadership and application of their knowledge and skills. All children are encouraged to recognise and develop their individual strengths and are provided with opportunities to extend their learning and contribute positively to the wider life of the school. Pupil leadership opportunities, including School Council and Digital Leaders, enable children to apply and further develop skills such as communication, teamwork, responsibility, decision-making and respect for others in meaningful contexts.

Diversity and Equality

At Hamp Nursery and Infants School, we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. Our curriculum is designed to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality. This is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. At Hamp Nursery and Infants School, we support and celebrate diversity. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting. The Diversity and Equality coordinator has created an additional policy with more detail on this.

Online Safety

Children are increasingly exposed to a wide range of online content and experiences, and it is important that we equip them with the foundational knowledge and skills to navigate the online world safely and responsibly. Within the statutory Relationships and Health Education guidance, online safety and online relationships are embedded throughout the curriculum. At Hamp Nursery and Infants School, we take a whole-school approach to online safety, which is reinforced across the curriculum and wider school life. Children are taught, at an age-appropriate level, to recognise potential risks online, understand the importance of protecting personal information, behave safely and respectfully online and know how and when to seek help if they encounter something that worries, upsets or frightens them.

Adaptive Teaching

The goal of adaptive teaching is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing high-quality teaching which is adapted appropriately to meet the needs of all learners. Teachers use their professional knowledge of their pupils to adapt teaching, resources, scaffolding, questioning, pace and levels of support to enable all children to access learning and experience success. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions.

Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look different in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants School, we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning provides valuable opportunities to support children's learning, development and wellbeing. At Hamp Nursery and Infants School, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Updated by: Mrs Jess Clements - September 2026

Approved by: Head

Approved by Chair of Governors

Review Date: September 2027, or earlier in line with changes to government guidance.