



Hamp Nursery and Infant School

Personal, Social, Health and Economic (PSHE) Policy 2024 - 2025

PSHE education incorporates health education, relationships education/RSHE and economic wellbeing. Our school is committed to delivering high-quality, age-appropriate RSHE that nurtures children's wellbeing, safety, and respectful relationships, and we will review provision regularly to ensure it meets statutory requirements.

Updated statutory guidance will need to be implemented by September 2026. The PSHE coordinator will review policy and provision to ensure all updated statutory requirements are fully implemented by September 2026.

Introduction

At Hamp Nursery and Infant School our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific topic question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infant School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Rationale

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

The Relationships Education, Relationships Sex and Health Education Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education. The national curriculum for science includes subject content in related areas, such as the main external body parts and matching offspring to animals including humans. These are all taught at an age appropriate level. We do not teach sexual reproduction at our school, but we aim

to answer questions that may occur in an open and age appropriate way. We will always allow the children to ask questions, but may let them know that we need to take time to find the appropriate answers to their questions. 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.

The Curriculum Review in 2019 outlines the focus in primary schools 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. 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 primary school, building on early education, pupils should be 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.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the range of emotions that everyone experiences. This enables pupils to articulate their feelings, developing the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

The Relationships Education, RSE and Health Education complement our existing national curriculum subjects including PSHE, PE and Science. Therefore, we will fully integrate the statutory Relationships Education within our PSHE curriculum.

Curriculum Intent:

At Hamp Nursery and Infant 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 intend to 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. It is our intention to build a strong sense of belonging across the whole school where children love and care for everyone in our school community. We promote and practise mindfulness allowing children to advance their emotional awareness, concentration and focus, enabling them to take responsibility for their learning and future life choices. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the

global community. We intend to make continuous links to e-safety by ensuring learners build positive and respectful relationships online and offline.

Curriculum Implementation:

We have chosen to follow Jigsaw because it brings together PSHE Education, 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 including: being me in my world, celebrating difference, dreams and goals, healthy me, relationships and changing me. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. Every Piece has two learning intentions, one specific to Relationships and Health Education and the other designed to develop emotional literacy and social skills. Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

Jigsaw content:

| Term | Puzzle name | Content |
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| 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 and diversity work |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations for yourself and the world and working together. |
| Spring 2: | Healthy Me | Includes 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 |

Early Years

In the foundation stage our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals.

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| 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; differences between female and male bodies; respecting my body and understand which parts are private |

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| 6-7 | Assumptions 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 co-operation; 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; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private. |
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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.

As of January 2024, Reception children will take part in a teeth cleaning initiative, run by 'Big Brush Club' where they will learn more about the importance of keeping their teeth healthy through a daily supervised teeth cleaning. This is in addition to curriculum content around health education, delivered across a number of curriculum subjects such as PSHE, science and PE. The grid below shows specific Jigsaw Health Education content for each year group:

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| 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. |
| 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. |

Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson. The lessons then split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression.

Connect us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

Calm me - This section of the Piece helps children gain awareness of the activity in their minds,

relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw.

Open my mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). It will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

Tell me or show me - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

Help me reflect - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).

Closure - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

In addition to this, teachers have the freedom to plan with detail and attention to their individual children, therefore meeting the needs of EAL, SEND and gifted and talented. Learning can be scaffolded, and any individual needs can be supported where necessary. The summative assessment process offers criteria for children either working at, beyond or towards the age-related expectations. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further.

Statutory requirements for RSHE

The government made it statutory in September 2021 that all schools must teach relationships education in primary schools and relationship and sex education in secondary schools. We use this guidance, along with many others, to plan and teach our curriculum, as well as looking carefully at the needs of our children. The government say "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy". There are 5 specific areas that children should be taught about by the end of primary school - Families and people who care for me, caring friendships, respectful relationships,

online relationships and being safe. Some examples of the things that we want the children to know/understand are: 1) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences, 2) understand how friendships should make us feel, 3) respecting others even if they differ from us, 4) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them and 5) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Parents/carers are kept informed about the subject matter the children are taught in regards to Relationship Education, being invited in to school for workshops led by the PSHE subject leader, as well as communication with their child's class teacher as appropriate.

Anatomical Terminology

In year 2, during Piece 6 (Changing Me) in the Summer term, the children will be learning the correct anatomical names for some of the parts of their bodies. They will be naming the 'public' parts of the body (this means the parts that can be seen by others e.g. arm, leg, head) as well as some 'private' parts of the body. They will learn the terms penis and vagina. It is important to us at Hamp Nursery and Infant School that we are safeguarding our children and teaching them ways to safeguard themselves. By learning the correct scientific names for genitalia, this can ensure there is no confusion when discussing these areas. This is particularly helpful within the context of a child reporting a concern or incident relating to their bodies. At Hamp Nursery and Infant School, we believe that an uninformed child is a vulnerable child, and we put in place many safeguards against this.

Mental Health and Wellbeing

Mental health and wellbeing of our children has never been more of a focus and priority in our schools. As a country, we are seeing a rise in children that are suffering from poor mental health and wellbeing. *"More than 1 in 10 primary school children aged five to ten has an identifiable mental health condition - that's around 3 in every class"* - Anna Freud - *Mentally Healthy Schools*. Each term, classes will have a mental wellbeing lesson linked to their learning, in addition to daily lunchtime wellbeing activities. Teachers have the freedom to alter their timetable to include a wellbeing activity as it is needed, for example, taking a sensory break during the morning to allow children to take a moment and refocus on their learning. Each year we also take part in World Mental Health Day, where we spend the day focusing on finding ways to support our own and others mental health and wellbeing. Mental wellbeing activities linked to Literacy Tree stories:

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| Reception | The Tiny Seed Jackson Pollack: Colour Splatting Cosmic Yoga | Naughty Bus Gardening/ Outdoors | Billy and the Beast Ice play Home corner | I am Henry Finch Colour mixing Biscuit making | The Night Pirates Sand sculptures | Cave Baby Making instruments to create sounds |
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| Year 1 | Beegu Café roleplay | Stanley's Stick Team building | The Odd Egg Music Gardening | Where the wild things are Nature collection walk | Astro Girl Music and dance | Izzy Gizmo Nighttime experience |
| Year 2 | Last Stop on Market Street Bear hunt/treat | The Minpins Free painting | Jim and the Beanstalk Samba Music dance | Lubna and Pebble Watch film | Ocean Meets Sky Dark Den building | Rosie Revere Engineer Waterplay |

Curriculum Impact:

PSHE is led and co-ordinated by the PSHE coordinator, who will monitor and moderate PSHE through lesson observations, learning walks, book scrutiny and pupil progress meetings. Monitoring and assessment is an on-going process for PSHE and wellbeing; teacher use formative assessment as necessary, as well as collecting evidence in a class floor book. Teachers will use questioning and communication strategies in group discussions, to develop and monitor children's ability to express ideas and their thoughts and emotions. PSHE assessment will also be evident in classroom and whole school displays, lunchtime well-being monitoring, videos and other curriculum subjects.

As a result of the PSHE curriculum, children understand what a positive relationship is, what friendship is, what family means and who the people are who can help them. They will model the characteristics of positive relationships, online and offline, including mutual respect, truthfulness, kindness, trust, sharing interests and experiences and support with problems and difficulties.

Children will have developed the ability to recognise, understand and respond to a range of emotions that all humans experience in relation to different experiences and situations. They will have an increased understanding of the impact that individuals' actions can have on their own and others' lives. Children will demonstrate resilience through a healthy growth mindset and understand the importance of self-respect and self-worth.

Speaking and Listening

At Hamp Nursery and Infant School, we place a higher 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 practicing 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 practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing 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. The Jigsaw 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 Infant 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, differentiated for individual pupils, 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 tailored work in ability groups 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 SEN support and short-term targets.

EAL

At Hamp Nursery and Infant 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 quality first 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

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged

to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators. Children who are Gifted and Talented in PSHE are selected to join the online safety committee to showcase their talents and enable a forum for pupil voice.

Diversity and Equality

At Hamp Nursery and Infant 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. We designed the curriculum 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 Infant 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 being exposed to a wide variety of materials online. It is important that we teach children how to navigate this online world in a safe and meaningful way. Within the government's RSHE guidance, online safety is embedded within all of the other areas of the curriculum. At Nursery and Hamp Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life. We aim to teach children how to recognise risks online, what kind of information is safe to share online and ways they can make others aware if they come across something upsetting or frightening online.

Differentiation

The goal of differentiation 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 Infant 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 quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are

four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. 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 differently 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 Infant 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 has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infant 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 2025

Approved by: Head

Approved by Chair of Governors

Review Date: *By September 2026 inline with statutory guidance updates*