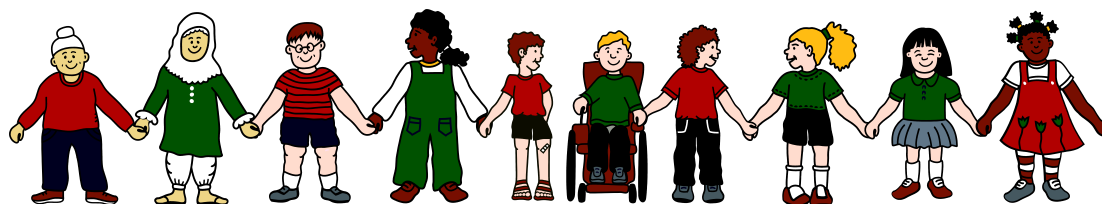


**THE GILES  
NURSERY  
AND  
INFANTS' SCHOOL**



**PSHE Policy**

**Author: Debbie Clark,  
and Jade O'Regan**

**Date of Issue: March 2024**

**Review Date: March 2027**

## **Personal, Social and Health Education Policy** (To be read alongside our Relationships Education Policy)

### **Introduction:**

The Giles Nursery and Infants' School is a lovely oasis of calm and creative learning. We understand how young children learn and provide a richly creative environment in which our children enjoy abundant and engaging learning experiences. These promote ownership of learning and lead to high standards of achievement. We are an inclusive school that strives to maintain a loving and caring school community where everyone feels welcome, secure, and valued. Children develop independence, responsibility, compassion, and good manners through a detailed and extensive personal, social, health education (PSHE) and citizenship programme.

At The Giles Nursery and Infants' School, we choose to deliver personal, social, health education using the Jigsaw programme, the mindful approach to PSHE and we are confident that it covers all aspects of relationships and health education (RSHE) within the context of a full PSHE programme in an age-appropriate way. It is broadly based, balanced, and meets the needs of all pupils. In developing this policy, the teaching staff and non-teaching staff, the governors and parents were consulted.

There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. For example, improved academic performance, attitudes, behaviour and relationships with peers (Taken from [EEF guidance report- 'Improving Social and Emotional Learning in Primary Schools'](#)).

All schools must provide a curriculum that is balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

### **Statutory Relationships and Health Education:**

"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. Personal, Social, Health

and Economic Education (PSHE) continues to be compulsory in independent schools.”

[\(DfE Guidance p.8\)](#)

Sex education is not compulsory in nursery and infant schools, and we focus on the relationships aspect.

### **Aims and objectives:**

At The Giles Nursery and Infants' School, we focus on a set of shared values which help us to work with one another cooperatively and with respect. We learn the importance of friendship and unity, and how to approach life with positivity and hope. These values, which also link into our promotion of British values, make our school community happy and harmonious, a fun place, where children feel safe and secure. Our values are important to all pupils, staff, and parents.

At The Giles Nursery and Infants' School, we believe personal, social, health education (PSHE) is a subject through which pupils develop the key building blocks of knowledge, skills, and attributes they need to keep themselves healthy and safe and prepared for the opportunities, responsibilities, and experiences of adult life. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach pupils about their rights, responsibilities and learn how to appreciate what it means to be a positive and responsible citizen of a diverse and multicultural society.

At The Giles Nursery and Infants' School, we have a whole school approach to teaching PSHE from Nursery through to Year 2 using the Jigsaw programme. 'Jigsaw' is a worldwide scheme, which is linked to the early years foundation stage (EYFS) statutory framework and the national curriculum. The Jigsaw programme provides a comprehensive programme for primary PSHE including the statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving pupils the relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. Jigsaw has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, and focus (Jigsaw 3-11).

The aims and objectives of Jigsaw are to 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

### **What we want for our pupils:**

At The Giles Nursery and Infants' School, our intention for our pupils when they leave our school, is for them to do so with the knowledge, understanding and resilience they need, to be able to play an active role in today's society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We want our pupils to be confident with sharing their own thoughts and opinions, to know how to keep themselves safe and healthy and to be tolerant of others and build respectful relationships.

### **How the curriculum is taught and who is responsible:**

At The Giles Nursery and Infants' School, we follow the PHSE Jigsaw programme which 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 to ensure all pupils can access the learning. 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 pupils alike.

There are six 'Puzzles' in Jigsaw that are designed to progress in sequence from September to 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 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. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world, as helps to equip them with the skills they need.

Social and emotional learning (SEL) are embedded into routine our daily routines and training for staff, including:

- mindfulness and yoga taught within the curriculum- 'GetSet4PE' subscription
- drop down Growth and Well-being Week
- sensory diet- teachers have been trained how to recognise sensory needs of the pupils in their class and provide personalised plans. These plans

provide strategies that support the pupils in staying focused and organised throughout the school day. For example, some pupils may feel overwhelmed or overloaded and need to get to a calmer state; some may feel lethargic or sluggish and need some activities to feel alert.

- 'Feeling Monster' programme (supporting emotional literacy in the classroom).

### **Curriculum content:**

At the Giles Nursery and Infants' School, we follow the Jigsaw programme, which covers all aspects of relationships and health education within the context of a full PSHE programme in an age-appropriate way. There will be times when wider resources will be accessed to ensure that lessons are relevant and meet the needs of all pupils. The Jigsaw scheme provides the core curriculum for our planning, teaching, and assessment (intent, implementation, impact measures).

The Jigsaw themed topics are taught at the same time for each year group over the school year and are progressive to suit the age and needs of all pupils. The scheme promotes a calmness and wellness approach.

Whole school topics are as follows:

- 'Being Me in My World' – understanding my place in the class, school and global community as well as devising learning charters.
- 'Celebrating Difference' - anti-bullying (cyber and homophobic bullying included) and diversity work.
- 'Dreams and Goals' - goal setting, aspirations, and resilience building.
- 'Healthy Me' - drugs education (safety with medicine), self-esteem and confidence as well as healthy lifestyle choices (on and offline).
- 'Relationships' - understanding friendship, family and other relationships, conflict resolution and communication skills.
- 'Changing Me' - relationship education in the context of looking at and managing change.

Full details of the PSHE curriculum can be found on the school website.

### **Cross-curricular links:**

PSHE is taught both as timetabled weekly lessons and in a cross-curricular manner, as part of learning in other subject areas. This cross-curricular approach enables pupils to practice the skills and knowledge they have learnt in their PSHE lessons and apply them in different situations. Some examples of cross-curricular teaching include:

- what makes a good leader and the qualities needed to be successful in this role?
- learning about looking after your teeth
- people who help us in the local and wider community (visitors).
- themed weeks including healthy body and mind, positive thinking, control of behaviour and making choices
- promoting 'Children's Mental Health Week'
- e-safety Week
- sporting activities
- making fruit kebabs
- making healthy sandwiches
- sorting healthy/unhealthy foods
- keeping clean
- relaxation techniques
- Money Week
- One World Week
- school councilors
- play leaders

There is an emphasis on the children being active learners through discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example, charity fundraising (such as NSPCC, Money Week, Children in Need, Rock your Socks Down Syndrome), taking an active role in special school events (such as school assemblies), and being involved in helping other individuals or groups less fortunate than themselves.

Each year, two children from each class are chosen to be representatives on the school council. Their role is to be actively involved in discussions, provide feedback from the meetings to their peers and be involved in a project to improve the school or school grounds.

At the beginning of each school year the children in each class create their own class rules and are introduced or reminded of the school rules. In addition, in Reception the children are introduced to the red/green learning behaviours which continues throughout key stage one. In Year 1 and Year 2, a variety of behaviour strategies are used to cater for the needs of individual children. All children are introduced to or through discussion and role play how to resolve any conflicts which may possibly arise.

We offer children the opportunity to hear visiting speakers whom we invite into the school to talk about their role in creating a positive and supportive local community. For example, people from faith groups which is part of our RE curriculum.

### **Evaluating, monitoring and assessment of the impact of learning:**

We review the impact of our curriculum through ongoing formative and summative assessment which feeds into planning matched to pupils needs. The class teachers are responsible for the assessment of each pupil at the end of each topic using the Jigsaw assessment tool. This enables teachers to identify where each child is in their learning journey, systematically check understanding, identify misconceptions, and provide clear feedback to help each child move forward in their learning and make good progress. The impact of the curriculum is measured in the standards achieved, progress made, and personal qualities developed. The curriculum leaders take responsibility for ensuring coverage, progression, and standards by overseeing planning; monitoring and evaluating learning, teaching and the curriculum; securing high quality resources and attending and delivering training as necessary. Curriculum leaders are responsible for observing lessons and pupil learning and collate pupil voice and evidence of learning to support the monitoring of pupil progress and attainment. The assessment tools that form part of the Jigsaw programme are used with each year group to make class and individual assessments.

Individual attainment in PSHE, which includes relationship education, is recorded on Arbor for key stage one pupils and EYFS. Staff and pupils' views of the curriculum are gathered by the curriculum leader for PSHE to strengthen the policy and ensure that it meets the needs of all pupils. Adjustments to the curriculum are made as a result.

The skills and knowledge acquired by each pupil through the relationship education curriculum is reported to parents in a summary statement as part of a pupil's annual report.

### **Equality and accessibility statement:**

Under the provisions of The Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, sexual orientation, or gender reassignment.

### **Accessibility:**

At the Giles Nursery and Infants' School we recognise that relationship and health education must be accessible for all pupils. High quality teaching is differentiated and personalised to support all pupils. Teaching is sensitive, age and developmentally appropriate and delivered with reference to the law. The circumstances of individual children will be considered when planning relationships education to ensure that the needs of all pupils are appropriately met.

### **Pupils with SEND and vulnerable pupils:**

Schools must make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for this subject. This is particularly important when planning for teaching pupils with special educational needs and disabilities. Content, teaching, and resources may need to be tailored to meet the needs of specific pupils.

Relationship education can also be a particularly important subject for pupils with social, emotional, and mental health needs. Such factors will be taken into consideration when designing and teaching the curriculum. The school employs a family support worker and is able to access a range of external agencies to support the needs of pupils with SEND and vulnerabilities. Additional support may be delivered through one-to-one and small group intervention work.

### **Role of parents:**

At the Giles Nursery and Infants' school, we recognise the vital role played by parents on the development of their children's understanding about relationships. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At our school we work closely with parents to build a positive and supporting relationship, through mutual understanding, trust, and cooperation.

Parents need to know that the school's relationship education programme will complement and support their role as parents, and they can be involved in the determination of the school's policy.

We will:

- answer any questions that parents may have about the topics covered
- inform parents what will be taught and when through curriculum journeys on the school website
- take seriously any issue that parents raise with teachers or governors.

### **Withdrawal from SRE education:**

Parents/carers have the right to withdraw their children from sex education. However, there is no part of our curriculum focused on sex education, so there is no right to withdraw from any part of our relationships or health education.

### **Role of other members of the community:**

At The Giles Nursery and Infants' School, we encourage other valued members of the community to work with us to provide advice and support to our pupils



regarding health education such as the school nurse who is a member of the local health authority.

**External agencies:**

At The Giles Nursery and Infants' School, we work closely with a range of external organisations. We recognise that external organisations can enhance delivery of the curriculum and support the needs of individuals by bringing in specialist knowledge and different ways of engaging with pupils.

Staff will ensure that the teaching delivered by the visitor fits with their planned programme and the school's policy. It is important that prior to the visit, checks have been undertaken to establish details of how the visitor will deliver their session and ensure that the content is age-appropriate and accessible for the pupils.

The school will ask to see the materials visitors will use in advance of their visit, including a lesson plan, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors will enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

**Confidentiality:**

Teachers will respond sensitively if a child discloses any information which is a child protection issue. Teachers or any member of staff will follow protocol outlined in our Child Protection Policy and alert the DSL (Designated Senior Lead).

**Resources:**

The Jigsaw resources have been distributed to each year group and include a hard copy of the Jigsaw handbook, chime bar and a cuddly Jigsaw piece and cat. Jigsaw assemblies and book lists are kept on the school server to enable all staff to be able to access as needed.

The curriculum leaders for PSHE, will review the availability of resources as part of their subject monitoring and will purchase resources required to support the delivery of this subject from the allocated budget in agreement with the headteacher.

**Governors:**

As well as fulfilling their legal obligations, the governing body and senior leadership team will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of the provisions is subject to regular self-evaluation
- teaching is delivered in ways that are accessible to all pupils 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.

**Monitoring and review:**

The PSHE curriculum leader and headteacher will monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

This policy will be subject to regular review in consultation with all staff, governors, and parents on a triennial basis. The chair reports their findings and recommendations as necessary to the full governing body and if the policy needs modification. The chair of governors gives serious consideration to any comments from parents and makes a record of all such comments.

**Other policies:**

In conjunction with this policy, please also see:

- Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy (pupils)
- Bullying and Harassment Policy (staff)
- Confidentiality Policy
- Science Policy
- Equality Policy
- PE Policy
- RE Policy
- Relationships Education Policy
- Online Safety Policy
- British Values

**Review date: March 2024**

**Next review: March 2027**