Beechcroft Infants School

Personal, Social, Health Education Policy (PSHE)

Including Relationships, Sex and Health Education (RSHE)

Context

All schools must provide a curriculum that is broadly based, 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.

PSHE

At Beechcroft Infants School, PSHE is taught as an important part of our wider work to help children grow into confident, kind, safe and respectful learners. It supports children's personal development, wellbeing, relationships and readiness for life in school and beyond.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.
The overview of the programme can be seen on the school website.

This also supports the "Personal Development"and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

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 state-funded schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.2

Here, at Beechcroft Infants School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To provide a clear and progressive curriculum, we use Jigsaw as our chosen PSHE programme and adapt it to the age, stage and needs of our children. As an infant school, we teach the Early Years and Key Stage 1 foundations of Relationships and Health Education, while more advanced Key Stage 2 content is taught later when pupils move on to junior school.

We review our PSHE resources regularly so that teaching materials remain current, age-appropriate and suitable for our pupils.

Our PSHE policy is informed by the Department for Education's statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, published in July 2025 and in force from 1 September 2026, alongside current safeguarding and curriculum guidance. Beechcroft Infants School must have regard to this guidance when planning and delivering its age-appropriate EYFS and KS1 provision.

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers the main areas of PSHE, including the statutory elements of Relationships and Health Education. At Beechcroft Infants School, these themes are taught in ways that are suitable for EYFS and KS1, building children's understanding gradually and appropriately each year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes what bullying is, kindness and respect to all, differences between people. KS2 – not taught at Beechcroft: cyberbullying and homophobic bullying.

Spring 1:	Dreams and Goals	Includes goal-setting for simple tasks and perseverance. KS2 – not taught at Beechcroft: aspirations linked to jobs/careers and wider contribution to society.
Spring 2:	Healthy Me	Includes self-esteem and confidence, and healthy lifestyle choices (sleep, nutrition, rest, exercise). [KS2 – not taught at Beechcroft: drugs and alcohol education.]
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, Simple conflict resolution and communication skills, feelings around bereavement and loss
Summer 2:	Changing Me	Includes growing older, how bodies change as we grow, using correct names for body parts [KS2 – not taught at Beechcroft: puberty and Relationships & Sex Education linked to managing change.]

At Beechcroft Infants School we allocate dedicated time to discrete teaching of PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, class promises, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the lessons to their own classes. In some cases this maybe taught during PPA session times by an appropriate member of staff.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

At Beechcroft Infants School, Relationships Education is taught in a way that is appropriate for children in EYFS and Key Stage 1. We help children to understand family life, friendship, kindness, respect, boundaries, trusted adults and staying safe. We teach the early foundations of the statutory primary curriculum here; content intended for older junior-aged pupils is taught later when children move to junior school.

Where this policy refers to outcomes expected by the end of primary school, Beechcroft Infants School teaches the parts that are suitable for EYFS and KS1. Any content marked as Key Stage 2 is not taught at Beechcroft and is part of pupils' learning in junior school.

The statutory guidance sets out what pupils should know by the end of primary school. As an infant school, we use this to plan the early foundations taught in EYFS and KS1, while recognising that some later content is completed in junior school.

Further detail about statutory outcomes is included later in this policy. Our curriculum mapping shows how the Jigsaw programme supports the delivery of these requirements in an age-appropriate way for our school.

We are committed to being open with parents and carers about what is taught. Beechcroft Infants School teaches only the EYFS and KS1 aspects of this curriculum. More advanced content, including puberty and other Key Stage 2 learning, is taught later in junior school. Parents and carers are welcome to ask about the curriculum and view materials used in school.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

At Beechcroft Infants School, Health Education focuses on helping children develop healthy habits,

emotional awareness and simple safety skills. In EYFS and KS1 this includes naming feelings, asking for help, healthy eating, sleep, rest, hygiene, active lifestyles, basic online safety and personal safety. We also teach age-appropriate safety messages, such as staying close to a trusted adult in public places and knowing how to get help if something feels wrong or unsafe. More advanced Health Education content, including puberty, drugs and alcohol education and detailed first aid, is taught later in Key Stage 2.

The statutory guidance sets out what pupils should know by the end of primary school. As an infant school, we use this to plan the early foundations taught in EYFS and KS1, while recognising that some later content is completed in junior school.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time and respect is enhanced through the use of the Jigsaw Charter.

Teaching about puberty is part of the statutory Health Education curriculum by the end of primary school. As an infant school, Beechcroft does not teach puberty content on site; this is taught later in Key Stage 2 when pupils move to junior school.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The Department for Education recommends that primary schools have a sex education programme that is appropriate to the age and maturity of pupils. Sex Education is not compulsory in primary schools. At Beechcroft Infants School, we do not teach Sex Education. Our curriculum focuses on the statutory EYFS and KS1 aspects of Relationships and Health Education, including body awareness, privacy, boundaries and staying safe.

Parents' right to request their child be excused from Sex Education

Parents have the right to request that their child be withdrawn from some or all Sex Education delivered in primary school. As Beechcroft Infants School does not teach Sex Education, this right does not apply to our current curriculum.

Puberty and human reproduction are not taught at Beechcroft Infants School. These aspects of the wider primary curriculum are taught later in Key Stage 2 at junior school.

We are always happy to talk with parents and carers about the content of the curriculum. If you have any questions, please contact the Headteacher or the PSHE lead.

The school will inform parents and carers in advance of the Changing Me unit and will be open about the content taught, so that families understand how learning is presented in an age-appropriate way.

Monitoring and Review

The school will maintain an open and transparent approach with parents and carers. Curriculum information and teaching materials can be shared on request so that families understand what is taught and how learning is presented in an age-appropriate way.

The Governing body monitors this policy on an annual basis. The Governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments.

This policy will be reviewed annually, or sooner if statutory guidance changes, to ensure that it remains appropriate for Beechcroft Infants School and continues to reflect current Department for Education requirements.

Equality
This policy will inform the school's Equalities Plan.
This policy reflects the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. The revised DfE RSHE guidance published in 2025, which applies from 1

September 2026, also emphasises that teaching should be factual, age-appropriate and consistent with equality law. Schools must promote equality and respect for all pupils and ensure that no teaching or school practice discriminates against individuals or groups.

When teaching pupils about different types of families or relationships, schools should integrate this content naturally within the wider curriculum rather than delivering it as a standalone topic. The guidance makes clear that teaching must be rooted in safeguarding, respect and accuracy, and introduced at a developmentally appropriate point.

At Beechcroft Infants School, we promote kindness, respect, inclusion and belonging. We recognise that children and families come from a range of backgrounds and experiences, and we teach this curriculum in a way that is factual, sensitive, age-appropriate and rooted in safeguarding. Our aim is for every child to feel safe, valued and respected.

Differentiation/SEND

Our PSHE curriculum is planned so that all children can take part and make progress. Teachers adapt learning, language, resources and support so that lessons are accessible, meaningful and developmentally appropriate for every pupil, including children with SEND.

To support this adaptive teaching, Jigsaw lessons include a range of creative and flexible activities that enable children to engage in different ways and demonstrate their understanding through varied media. This allows pupils to work at a level that best supports their strengths and learning needs.

For children with special educational needs and disabilities, Jigsaw provides additional guidance and suggested adaptations to help teachers tailor learning appropriately. These materials are intended to ensure that every child is included, can access key concepts, and is supported to reach their full potential within our PSHE curriculum.

Current statutory guidance and equality duties require teaching to be factual, accessible and developmentally appropriate for every child, including pupils with SEND. The revised DfE RSHE guidance published in 2025, which applies from 1 September 2026, reinforces this expectation. Staff will continue to adapt resources and delivery so that all pupils can engage meaningfully with the curriculum.

Safeguarding

Teachers remain alert during PSHE and RSHE lessons because children may occasionally share worries or make disclosures. If this happens, staff will follow the school's safeguarding and child protection procedures immediately.

All teaching in this area is delivered sensitively, factually and at a level appropriate to the age and stage of our pupils. When children learn about families, relationships and respect, this is woven naturally through the curriculum in ways that support inclusion, safety and understanding.

Staff also remain aware of online and wider safety risks that may affect children. Any concerns raised through teaching, discussion or pupil disclosure will always be managed in line with the school's Child Protection Policy.

Policy Review

This policy is reviewed annually.

Relationships Education in primary schools – statutory guidance and Beechcroft mapping

The statutory RSHE guidance in force from 1 September 2026 sets out the primary Relationships Education requirements. Beechcroft's infant curriculum develops age-appropriate foundations in positive relationships, friendships, family life, respect, communication, boundaries and safety. The following table is a school curriculum summary.

The table below summarises end-of-primary outcomes from statutory guidance and indicates how the Jigsaw programme contributes to those outcomes. As an infant school, Beechcroft teaches the EYFS and KS1 foundations only; items marked KS2 are taught later in junior school.

	Pupils should know…	**How Jigsaw provides the solution**
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (KS2) • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring Friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed (KS2)	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Respectful Relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (KS2) • what a stereotype is, and how stereotypes can be unfair, negative or destructive. (KS2) • the importance of permission-seeking and giving in relationships with friends, peers and adults. (KS2) Beechcroft Infants School teaches the early foundations of respectful relationships through kindness, empathy, fairness, positive communication, and the understanding that hurting, frightening or intimidating others is never acceptable. Some additional content referenced in the revised guidance published in 2025 will apply from September 2026 and, where age-appropriate, will be considered as part of future curriculum review. More mature KS2 content is taught when pupils move on to junior school.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not.	All of these aspects are covered in lessons within the Puzzles

	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (KS2) • how information and data is shared and used online. (KS2) • why certain online platforms, social media sites, games and apps have age restrictions, and how these rules help to keep children safe from inappropriate or harmful material. (KS2) • time spent online, including understanding risks such as too much screen time, online harms. (KS2) The revised guidance published in 2025 places additional emphasis on newer online risks, including AI-generated images, harmful online influence, scams and in-game spending, from September 2026. As an infant school, Beechcroft focuses on secure KS1 foundations by teaching that people online may not be who they say they are, the importance of keeping personal information private, and always telling a trusted adult if something online feels confusing or worrying. More detailed KS2 online-safety content is taught when pupils move to junior school. The revised guidance published in 2025 also highlights financial exploitation, including online scams and in-game spending, as an area for schools to address from September 2026. At Beechcroft, we focus on early safety skills such as recognising when something feels wrong, saying no, and telling a trusted adult. More detailed KS2 content in this area is delivered later in junior school.	• Relationships • Changing Me • Celebrating Difference

Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. Pupils will learn simple rules for staying safe near roads, railways and water, including the importance of staying close to a trusted adult and knowing how to ask for help if they feel unsure or unsafe in public places. In KS1 we teach the foundations of online safety, including that people online may not always be who they say they are, the importance of keeping personal information private, and always telling a trusted adult if something online feels confusing or worrying. KS1 pupils are also taught simple first-aid awareness, including how to dial 999 in an emergency and knowing which trusted adults and professionals can help them.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

Physical health and mental wellbeing education in primary schools – statutory guidance and Beechcroft mapping

The statutory RSHE guidance in force from 1 September 2026 sets out the primary Health Education requirements. Beechcroft's infant curriculum develops age-appropriate foundations in physical health, mental wellbeing, healthy routines, body awareness and personal safety. The following table is a school curriculum summary.

The table below summarises end-of-primary outcomes from statutory guidance and indicates how the Jigsaw programme contributes to those outcomes. As an infant school, Beechcroft teaches the EYFS and KS1 foundations only; items marked KS2 are taught later in junior school.

	Pupils should know	**How Jigsaw provides the solution**
Mental wellbeing	• that mental wellbeing is a normal and important part of everyday life, and that just like physical health, emotional health needs care and attention. • how to recognise and name a range of feelings, including happiness, worry, anger and sadness, and understand that all feelings are valid but can change throughout the day. • simple strategies to support their own wellbeing, such as talking to trusted adults, practising calming techniques, spending time outdoors, staying active and using healthy routines. • how to talk about their feelings and seek help early, and that it is important to ask for support when something feels difficult, confusing or overwhelming. They should also know that they should keep asking for help until someone listens and responds. • that connecting with others, friendships and positive relationships contribute to good mental wellbeing, and that feeling lonely or isolated can affect how people feel. (KS2) • how physical health affects mental health, including the importance of sleep, exercise, hydration and balanced routines. • how online activity can influence thoughts and feelings, including understanding the impact of too much screen time, how unkind behaviour online can affect wellbeing, and why it's important to talk to an adult if something online feels upsetting. (KS2) • that there is no shame in seeking help, that mental health difficulties are common, and that support is available in school	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	and the wider community. (KS2)	

	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. (KS2)	
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (KS2) • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. (KS2) • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. (KS2) • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. (KS2) • where and how to report concerns and get support with issues online. (KS2) • to be aware of simple financial risks such as in-game spending and online scams to help them recognise when something online may be misleading or unsafe. (KS2)	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). (KS2) • how and when to seek support including which adults to speak to in school if they are worried about their health. (KS2)	All of these aspects are covered in lessons within the Puzzles • Healthy Me

Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). (KS2) • the principles of planning and preparing a range of healthy meals.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (KS2)	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Health and Prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (KS2) • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (KS2) • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (KS2) • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. (KS2)	All of these aspects are covered in lessons within the Puzzles Healthy Me
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. (KS2)	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (KS2) • about menstrual wellbeing including the key facts about the menstrual cycle. (KS2)	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

Changing Me content at Beechcroft Infants School

Beechcroft Infants School does not teach primary sex education. The table below shows the age-appropriate learning intentions taught through the Jigsaw “Changing Me” unit in EYFS and Key Stage 1. This content supports statutory Relationships and Health Education, including body awareness, privacy, personal boundaries and safeguarding.

The grid below shows the specific learning intentions for each phase taught at Beechcroft within the “Changing Me” unit.

Year Group	***Name***	***Learning Intentions ‘Pupils will be able to…’***
FS1/ 2	Growing Up	• Build positive relationships by sharing experiences and showing care and concern for people who are important to them. • Talk about their ideas, experiences and feelings, and ask questions to develop understanding. • Show awareness of others’ needs and feelings and respond with kindness.
1	Understanding My Body	• The correct names for private body parts, including penis, testicles, vulva and vagina, to support safeguarding, clear communication and accurate understanding of the body. • That these parts of the body are private and that their body belongs to them. • To respect their own bodies and understand the importance of personal boundaries.
2	Understanding Differences and Privacy	• That bodies can look different and that the correct names should be used for all body parts, including *penis*, *testicles*, *vulva* and *vagina*, to support safety and reduce stigma. • That some parts of the body are **private**, and children should understand the concept of privacy and personal boundaries. • To talk about what they like and don’t like about themselves in a positive and respectful way. • That they can speak to a trusted adult if something makes them uncomfortable, worried or confused, as an important part of personal safety and safeguarding.