

Woodlands Infant School



The best me that I can be

Relationships, Sex and Health Education (RSHE) Policy delivered through Personal, Social, Health and Economic Education (PSHE)

Approved by: Full Governing Board

Date of approval: 14/07/26

Next review due by: Summer term 2028

Shared with staff: Summer term 2026

Parent consultation: June 2026

Signed Chair: Mrs Lucy Wright

Signed Headteacher: Mr Anthony Waters

Policy development and consultation

This policy has been developed by the Senior Leadership Team and PSHE Lead. It has been reviewed alongside current statutory guidance, the school's PSHE curriculum, Jigsaw materials, safeguarding practice and the needs of pupils at Woodlands Infant School.

The policy development process included:

- review and drafting by the Senior Leadership Team and PSHE Lead
- consultation with staff
- consultation with parents and carers
- final review and approval by the Governing Board.

This process ensures that the policy reflects statutory requirements, the school's curriculum and the views of the wider school community.

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1. Introduction

At Woodlands Infant School, statutory Relationships Education and Health Education are taught through our wider Personal, Social, Health and Economic Education curriculum. This policy explains how we meet our statutory duties for Relationships and Health Education, sets out our position on Sex Education as an infant school and describes how our wider PSHE curriculum supports pupils' personal development, wellbeing, safety and relationships.

At Woodlands Infant School, our curriculum has been designed to ensure that every child can "be the best me that I can be". Our curriculum offers stimulating and meaningful learning experiences with our school values of Belief, Respect, Independence, Curiosity, Creativity and Kindness at its heart.

Personal, Social, Health and Economic Education, known as PSHE, supports pupils to develop the knowledge, skills, vocabulary and attitudes they need to live safe, healthy, respectful and fulfilling lives. It helps pupils understand themselves, build positive relationships, manage feelings, make informed choices and contribute positively to their school and wider community.

At Woodlands, our PSHE curriculum underpins all that we are and all that we do. We ensure that PSHE is accessible to all so that pupils become healthy, independent and responsible members of an ever-changing society. At Woodlands, we use the Jigsaw PSHE programme as our core scheme and adapt or enhance it where needed, to carefully meet the needs of our pupils, our infant age range and our school context.

Further detail about curriculum intent, progression, vocabulary and subject-specific content can be found in our PSHE Curriculum Overview.

2. Aims of PSHE and RSHE at Woodlands

The aim of PSHE and RSHE at Woodlands Infant School is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Through PSHE and RSHE, we aim to:

- provide a safe framework in which sensitive discussions can take place
- encourage the emotional, social, physical and moral development of pupils
- help pupils develop self-respect, confidence, empathy and respect for others
- support pupils to understand healthy relationships, including friendships, families and trusted adults
- teach pupils about personal safety, including online safety, privacy, boundaries and asking for help
- give pupils an age-appropriate understanding of physical development, health, hygiene and caring for their bodies
- teach pupils the correct vocabulary to describe themselves and their bodies, supporting body awareness and safeguarding
- help pupils identify, name and manage emotions
- promote positive mental wellbeing and physical health

- encourage kindness, respect, inclusion and sensitivity to the diverse backgrounds and needs of our pupils
- prepare pupils, in an age-appropriate way, for the opportunities, responsibilities and experiences of later life.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

As an infant school, we recognise the young age of our pupils. We answer children's questions carefully, honestly and sensitively, giving an appropriate level of detail for their age and stage of development.

3. Statutory requirements

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Relationships Education and Health Education are statutory for all primary-aged pupils. There is no parental right to withdraw from Relationships Education or Health Education.

We ensure that our curriculum is age-appropriate, inclusive, sensitive to pupils' needs and compliant with the Equality Act 2010.

PSHE also supports the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of later life.

Schools have responsibilities for safeguarding and a legal duty to promote pupils' wellbeing, including under Section 38 of the Education and Inspections Act 2006. This policy supports those duties by helping pupils develop the knowledge, vocabulary and confidence to recognise safe and unsafe situations, understand healthy relationships, talk about worries and seek help from trusted adults.

4. What is PSHE and how is it delivered at Woodlands?

PSHE is the wider curriculum area through which pupils learn about themselves, others and the world around them. It supports pupils' personal development, wellbeing, relationships, safety, health, economic understanding and preparation for life in modern Britain.

At Woodlands, PSHE is not seen as an isolated subject. It is part of our whole-school culture and is reinforced through relationships, assemblies, behaviour expectations, safeguarding work, nurture approaches, pupil voice, playtimes, class discussions and everyday interactions.

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviours that enable pupils to:

- have a sense of purpose
- value themselves 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.

Our PSHE curriculum is delivered in a wide variety of ways so that pupils have regular opportunities to learn, practise and apply key knowledge, skills and vocabulary.

PSHE is delivered through:

- designated PSHE time as part of a spiral curriculum
- Jigsaw lessons
- circle time
- small group work
- assemblies
- cross-curricular links
- enrichment days
- use of external agencies and services, where appropriate
- the school ethos, values and everyday relationships.

We recognise that PSHE is not limited to discrete lessons. The knowledge, skills and attitudes taught through PSHE are reinforced throughout the school day through adult modelling, routines, behaviour expectations, restorative conversations, playtimes, lunchtime support, nurture provision, pupil voice and the wider life of the school.

5. The Jigsaw approach

At Woodlands, we use Jigsaw PSHE as our core programme because it brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw is designed as a whole-school approach, with year groups working on the same theme, known as a Puzzle, at the same time. This helps to create a shared whole-school focus for adults and pupils.

Teaching strategies are varied and are mindful of pupils' needs, preferred learning styles and the need for adaptation. The PSHE lead and class teachers adapt Jigsaw where appropriate to meet the needs of pupils, taking account of local context, global events, individual needs and class circumstances.

Our PSHE curriculum is built around the Jigsaw programme and is organised into six half-termly units, known as Puzzles:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Main focus: Belonging, class community, rights, responsibilities, feelings, respect and safety	Main focus: Similarities, differences, friendship, kindness, inclusion, bullying and respect	Main focus: Confidence, perseverance, working with others, resilience and celebrating achievement	Main focus: Healthy choices, exercise, sleep, hygiene, medicines, safety and emotional wellbeing	Main focus: Families, friendships, conflict, trusted adults, secrets, physical contact and boundaries	Main focus: Growing, changing, body parts, privacy, independence and coping positively with change

The Jigsaw programme supports a spiral curriculum. This means that key ideas are revisited over time, with learning becoming more detailed as children grow older.

6. Relationships Education, Health Education and Sex Education

Relationships Education

In primary schools, Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships. This includes relationships with family members, friends, peers, staff and other adults, both in person and online.

At Woodlands, pupils learn about:

- different families and people who care for them
- friendship, kindness and belonging
- sharing, turn-taking and resolving disagreements
- recognising kind and unkind behaviour
- bullying and how to ask for help
- respect, boundaries and personal space
- physical contact preferences
- trusted adults
- privacy and safe relationships
- how to speak to an adult if something worries them.

Relationships Education is compulsory for all pupils and there is no parental right to withdraw from these lessons.

Health Education

Health Education supports pupils to make informed choices about their physical health and mental wellbeing.

At Woodlands, pupils learn about:

- naming and recognising feelings
- strategies to calm themselves and ask for help
- hygiene, including handwashing and dental health
- healthy food choices
- sleep, exercise and caring for the body
- medicines and who can give them
- road safety and personal safety, including water, railway, sun safety and safer interactions with unfamiliar adults
- online safety and what to do if something worries them
- the correct vocabulary for body parts
- growing and changing.

Health Education is compulsory for all pupils and there is no parental right to withdraw from these lessons.

Sex Education at Woodlands Infant School

Sex Education is not compulsory in primary schools. At Woodlands Infant School, we do not teach Sex Education beyond the statutory Science and Health Education curriculum.

The National Curriculum for Science is compulsory and includes related content, such as naming body parts, understanding how humans grow and learning about reproduction in some plants and animals. At Woodlands, this is taught in an age-appropriate way in Year 1 and Year 2.

We teach pupils accurate vocabulary for body parts, including private body parts such as penis, vulva, vagina and testicles, where this forms part of the planned curriculum. This supports body awareness, personal safety and safeguarding. As this is statutory curriculum content, there is no right to withdraw from these lessons.

Parents and carers will be informed about planned sensitive curriculum content, including lessons where correct body-part vocabulary is taught explicitly, before these lessons take place.

Outside of planned lessons, staff will also use the correct terminology for body parts whenever it is necessary to do so, for example when responding to a child's question, supporting personal care, managing a first aid concern or responding to a safeguarding matter. Staff will use this language calmly, sensitively and appropriately, so that pupils have clear and accurate vocabulary to describe their bodies and communicate any worries or concerns.

7. Online safety across PSHE / RSHE and Computing

Online safety is taught through both PSHE/RSHE and Computing. In Computing, Online Safety is a key disciplinary concept and pupils learn how to use technology safely, responsibly and appropriately.

In PSHE/RSHE, online safety is taught through the lens of relationships, personal safety, wellbeing and help-seeking. Pupils learn that the same expectations of kindness, respect and safety apply online as well as face to face. They are taught to speak to a trusted adult if something online makes them feel worried, upset or unsure.

Year group	Online safety within PSHE/RSHE
Nursery	Children begin to learn that adults help to keep them safe. They learn about trusted adults, safe and unsafe feelings, asking for help and simple rules that help keep people safe.
Reception	Children learn about people who help them and who they can trust in a variety of situations. They are introduced to e-safety in an age-appropriate way, including telling a trusted adult if something worries them.
Year 1	Children learn about people who help them, trusted adults, feeling safe, physical contact preferences, private body parts and asking for help. These ideas support early online safety by helping pupils understand privacy, boundaries and what to do if something feels wrong or worrying.
Year 2	Children learn about trust, secrets, worrying secrets, physical contact boundaries, assertiveness, privacy and trusted adults. These ideas support online safety by helping pupils understand that they should not keep worries to themselves and should tell a trusted adult if something online feels unsafe, confusing or upsetting.

Online safety messages are reinforced through PSHE/RSHE, Computing, assemblies, safeguarding work, class discussions and communication with parents and carers.

8. Mental wellbeing and our nurture principles

Mental wellbeing is woven through our PSHE and RSHE curriculum. Through Jigsaw and our whole-school nurture approach, pupils learn to recognise, name and talk about feelings. They are supported to develop emotional literacy, resilience, self-regulation and confidence.

Children are taught that:

- everyone has feelings
- feelings can change
- it is normal to feel worried, sad, angry or unsure sometimes
- they can use simple strategies to help themselves feel calm
- they can talk to trusted adults if they need help
- friendships, belonging, play, sleep, exercise and time outdoors can support wellbeing.

Our approach is underpinned by our school values of Belief, Respect, Independence, Curiosity, Creativity and Kindness, and our nurture principles. We recognise that children's learning is understood developmentally, that the classroom offers a safe base, that nurture is important for wellbeing, and that language is a vital means of communication. We understand that all behaviour is communication and that transitions matter in children's lives.

Our nurture principles in child speak



These principles support our PSHE and RSHE curriculum by helping pupils to feel safe, build trusting relationships, develop emotional literacy, understand their feelings and learn how to relate positively to others. This links closely with our wider school work on nurture, emotional regulation, behaviour, safeguarding and inclusion.

9. Safe, inclusive and sensitive teaching

PSHE and RSHE are taught in a safe, respectful and inclusive learning environment. Establishing an open and positive learning environment based on trusting relationships is vital. Staff create a climate where pupils feel able to share ideas, ask questions and reflect on learning in an age-appropriate way.

The Jigsaw Charter is used to support this. It includes the following principles:

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

Sensitive issues may arise through PSHE and RSHE because the subject is connected to real-life experiences. Staff will deal with questions and comments sensitively and appropriately, taking account of pupils' age, stage of development and individual needs.

Teachers will:

- establish clear ground rules with pupils
- use distancing techniques such as stories, scenarios and role play
- use correct and clear vocabulary
- avoid assumptions about pupils' families, experiences or backgrounds
- respond sensitively to questions
- adapt teaching for pupils with SEND
- provide opportunities for pupils to talk, reflect, practise and apply learning
- follow safeguarding procedures if a concern or disclosure arises.

Where political or controversial issues arise, staff will take reasonable steps to provide a balanced approach and avoid promoting personal views. Pupils will be supported to listen respectfully, consider different views and express themselves appropriately.

PSHE and RSHE at Woodlands are taught in a way that is inclusive and respectful of all pupils and families. We recognise that families can look different and may include, for example, single-parent families, adoptive families, foster families, families headed by grandparents, families with same-sex parents and families where children are looked after or cared for by wider family members.

Teaching is planned carefully so that pupils are not made to feel different, excluded or stigmatised because of their family circumstances, background, needs or experiences. We ensure that PSHE and RSHE support our duties under the Equality Act 2010 and help pupils to develop respect for themselves and others.

Staff are expected to teach PSHE and RSHE in line with this policy and the agreed curriculum. Where staff have concerns about teaching particular content, they should speak to the Headteacher or PSHE lead so that appropriate guidance, resources or support can be provided.

10. Safeguarding, confidentiality and personal safety, including PANTS

PSHE and RSHE play an important role in safeguarding. They help children to develop the knowledge and vocabulary they need to talk about themselves, their bodies, feelings, worries and relationships.

Through PSHE and RSHE, pupils learn:

- that their body belongs to them
- that some parts of the body are private
- that they can say no to unwanted physical contact
- that they should speak to a trusted adult if something worries them
- the difference between safe and unsafe feelings
- that secrets which make them feel worried should be shared with a trusted adult
- how to ask for help.

Staff will use the correct terminology when referring to body parts, including private body parts, as part of our safeguarding approach. Using accurate vocabulary helps pupils understand their bodies, reduces shame or confusion and supports children to communicate clearly with trusted adults if they are worried, uncomfortable or unsafe. Staff will use this language sensitively, calmly and in an age-appropriate way, in line with the planned curriculum and safeguarding practice.

At Woodlands Infant School, we use the NSPCC PANTS rule to support age-appropriate teaching about privacy, personal boundaries and keeping safe.

PANTS helps children learn that:

- **Privates are private**
- **Always remember your body belongs to you**
- **No means no**
- **Talk about secrets that upset you**
- **Speak up, someone can help**

The PANTS rule is used sensitively and in an age-appropriate way to help pupils understand that their body belongs to them, that some parts of the body are private, that they can say no to unwanted touch and that they should speak to a trusted adult if something worries or upsets them.

This learning supports our RSHE curriculum, our Science teaching on body parts and our wider safeguarding work. It helps pupils develop the vocabulary and confidence to talk to trusted adults about their bodies, feelings, worries and personal safety.

Teachers need to be aware that disclosures may be made during PSHE or RSHE lessons. If a disclosure or safeguarding concern arises, safeguarding procedures must be followed immediately. All staff are trained to:

- Respond calmly and supportively to any disclosure
- Never promise confidentiality (some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Staff will treat pupils' questions, comments and personal information sensitively and appropriately. Pupils will be supported appropriately throughout the process. Where possible, PSHE lessons are timetabled so that staff are available to respond to any worries, questions or disclosures that may arise during or after the lesson.



11. Working with parents and carers

We recognise that parents and carers are children's first educators and that partnership with families is important. We will:

- make this policy available to parents and carers
- share information about the PSHE and RSHE curriculum
- inform parents and carers before sensitive content is taught, including correct body-part vocabulary
- provide opportunities for parents and carers to ask questions or raise concerns
- respond to concerns sensitively and respectfully
- share wellbeing and PSHE messages through newsletters and wider communication where appropriate.

Parents and carers may find out about and discuss our PSHE curriculum through newsletters, school letters, displays, informal discussions, parents' evenings, curriculum information and involvement in policy review where appropriate.

Parents and carers do not have the right to withdraw their child from Relationships Education, Health Education or statutory Science content. Woodlands does not teach non-statutory Sex Education, so there is no separate Sex Education content from which pupils can be withdrawn.

We are committed to being open and transparent with parents and carers about the PSHE and RSHE curriculum. Parents and carers may request to view the materials used to teach PSHE and RSHE, and the school will respond positively to these requests in line with DfE guidance.

If parents or carers have any questions or worries about PSHE, RSHE or any related curriculum content, they are encouraged to speak to their child's class teacher in the first instance. They may also contact the PSHE Lead or Headteacher if they would like to discuss the curriculum, ask about specific content or raise a concern.

12. Roles and responsibilities

The Governing Board

The Governing Board is responsible for approving this policy and holding the Headteacher to account for its implementation. Governors will ensure that PSHE and RSHE are taught in line with statutory requirements and that the policy is reviewed regularly.

The Headteacher is responsible for:

- overseeing the development and delivery of PSHE and RSHE
- ensuring staff are supported and trained
- ensuring parents and carers are informed
- reporting to governors as appropriate
- ensuring safeguarding concerns are managed in line with school policy.

The PSHE Lead is responsible for:

- supporting colleagues with PSHE and RSHE planning and delivery
- ensuring the curriculum is sequenced and age-appropriate
- monitoring teaching and learning
- gathering pupil voice
- reviewing resources
- keeping up to date with guidance and curriculum developments
- adapting Jigsaw where appropriate to meet the needs of pupils.

Teaching and support staff are responsible for:

- teaching PSHE and RSHE in line with this policy and the agreed curriculum
- creating a safe and respectful learning environment
- responding to pupils' needs, including pupils with SEND
- using correct vocabulary
- remaining balanced and professional
- raising safeguarding concerns in line with school procedures.

External contributors

External contributors from the community, such as health professionals, school nurses, social workers, community police officers and fire officers, may make a valuable contribution to the PSHE curriculum. Their input will be carefully planned and monitored so that it fits with and complements the school's PSHE and RSHE curriculum. Teachers must always be present during these sessions and remain responsible for the delivery of the curriculum.

Pupils

Pupils are expected to engage with PSHE and RSHE in an age-appropriate way and to treat others with kindness, respect and sensitivity.

13. Assessment, pupil voice, monitoring and review

Assessment in PSHE and RSHE is not measured in the same way as some other curriculum subjects. There are no national level descriptors for PSHE. Teachers assess pupils' understanding through observation, discussion, pupil voice, class activities and evidence from lessons. Jigsaw assessment materials may be used to support teacher judgement where appropriate.

Assessment focuses on whether pupils are developing the knowledge, vocabulary, attitudes and skills needed to understand themselves, relate positively to others, keep themselves safe and make healthy choices.

Where pupils appear to need additional support with personal, social, emotional or health-related learning, staff will respond appropriately and may involve the PSHE lead, SENDCo, pastoral staff or safeguarding team. Targeted nurture interventions will enhance our offer.

Pupil voice is an important part of monitoring and improving PSHE and RSHE at Woodlands. Pupils will be given opportunities to share their views about PSHE and RSHE through age-appropriate discussion, pupil voice activities, class reflection and wider school council work where appropriate. This helps leaders understand what pupils know, remember and can apply.

The PSHE lead will monitor delivery of the PSHE and RSHE curriculum through a range of activities, including:

- discussions with staff
- pupil voice
- monitoring of planning
- lesson visits or observations where appropriate
- review of pupils' work or floor books where used
- consideration of behaviour, wellbeing and safeguarding themes
- feedback from parents and carers where appropriate.

Evaluation of the programme's effectiveness will consider:

- pupil understanding
- staff confidence
- consistency of curriculum delivery
- how well pupils use PSHE and RSHE learning in everyday school life
- whether the curriculum reflects the needs of pupils at Woodlands.

The PSHE lead will report to senior leaders. The Governing Board will review this policy regularly and consider feedback from staff, pupils, parents and carers.

14. Linked policies and documents

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Online Safety Policy
- Computing curriculum documentation
- Science curriculum documentation
- SEND Policy
- Equality Information and Objectives
- Curriculum Policy
- PSHE curriculum documentation

Appendix 1: PSHE and RSHE content from Nursery to Year 2

The following overview summarises the PSHE and RSHE content taught at Woodlands Infant School from Nursery to Year 2. Further detail, including progression, vocabulary and links to Jigsaw units, can be found in the PSHE Curriculum Overview.

Nursery

Children learn about family life and how each family is different. They learn about making friends, being kind, falling out and making up. They begin to understand kind and unkind behaviour, people who help them and who they can trust. Children learn about growing up, how they have changed from being a baby and how to look after their bodies through basic hygiene, healthy choices, food, rest and exercise. They learn to name parts of the body in an age-appropriate way.

Reception

Children learn about family life, their role within their family and making positive friendships. They learn about falling out and making up, the qualities of a good friend and how to respond to unkind behaviour or bullying. They learn about people who help us, trusted adults, e-safety, growing from baby to child and similarities and differences between people of different ages. They learn to name parts of the body, respect their body and become increasingly independent with personal hygiene and healthy lifestyle choices.

Year 1

Children learn about recognising bullying and how to respond to it, celebrating differences, making new friends, belonging to a family, being a good friend and understanding physical contact preferences. They learn about people who help us, qualities of a good friend, special people, life cycles, changes since being a baby, differences between female and male bodies using correct terminology for private parts (penis, vulva, vagina and testicles), respecting their body and understanding which parts of the body are private.

Year 2

Children learn about assumptions and stereotypes, including gender stereotypes, understanding bullying, standing up for themselves and others, making new friends, celebrating difference and remaining friends. They learn about different types of families, physical contact boundaries, friendship and conflict, secrets including those that may worry them, trust, appreciation and special relationships. Children also learn about life cycles, growing from young to old, increasing independence, differences between female and male bodies using correct terminology for private parts (penis, vulva, vagina and testicles), assertiveness and understanding that some parts of the body are private.