

Arden Forest Infant School

PSHE and RSHE Policy

2026



Scope revision: September 2026	Next review date: July 2027
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Rationale:

This policy applies to children in Reception, Year 1 and Year 2 at Arden Forest Infant School. It explains what we teach in personal, social and health education (PSHE), including statutory Relationships Education and Health Education; how we teach it; and how families can see the materials. It sets out the foundations children need during the infant years, without presenting later primary content as part of our curriculum.

Our two-form-entry school in Bulkington is a close community. Children arrive with varied experiences and starting points, including differences in language, social and emotional development and special educational needs. We teach the knowledge and language children need to build caring relationships, understand feelings, make healthy choices and seek help. This supports our vision of children feeling Included, Inspired and Successful and our values of respect, responsibility and resilience.

Statutory framework

Relationships Education is compulsory in primary education and Health Education is compulsory in state-funded schools. We have regard to the Department for Education statutory guidance that took effect on 1 September 2026. Its content is framed for completion by the end of the primary phase; Arden Forest teaches a carefully sequenced, age-appropriate part of that journey up to the end of Year 2. We also follow the Early Years Foundation Stage framework, the National Curriculum for science, safeguarding requirements and the Equality Act 2010.

The school uses Jigsaw as its PSHE teaching programme, adapted to our children and local context. This policy describes our infant provision; it does not claim that children will have covered every end-of-primary outcome before leaving Year 2.

What children learn

The six Jigsaw units provide a yearly sequence. Class teachers revisit concepts through stories, play, discussion, routines and other subjects so children can use what they learn in everyday situations. The examples below describe the scope of learning across Reception to Year 2; teachers select the precise lesson materials for each year group.

Term	Jigsaw unit	Reception to Year 2 focus
Autumn 1	Being Me in My World	Belonging, naming feelings, classroom agreements, taking turns, making choices and understanding the effect of actions on others.
Autumn 2	Celebrating Difference	Recognising similarities and differences, kindness, diverse families, inclusion, and seeking adult help with unkind behaviour.
Spring 1	Dreams and Goals	Trying new things, setting small goals, noticing progress, perseverance, cooperation and celebrating effort.
Spring 2	Healthy Me	Healthy food and drink, movement, sleep, hygiene, feelings and safe choices, including asking an adult about medicines or unfamiliar substances.
Summer 1	Relationships	Family and trusted adults, friendship, kindness, disagreements, personal boundaries, private information and how to ask for help.
Summer 2	Changing Me	How children grow and change from babies, naming body parts in an age-appropriate way, respecting bodies, feelings about change and moving to a new class or school.

Progression through the infant years

In Reception, learning builds on Personal, Social and Emotional Development in the EYFS. Adults model language for feelings, friendship and safety through routines, stories, play and short focused discussions. In Year 1, children learn to explain simple choices, recognise other people's needs and practise asking for help. In Year 2, they give reasons, consider different perspectives, resolve everyday disagreements with support and apply safety and health routines more independently. We revisit the same ideas with increasing depth, adjusting the pace and examples to the children in each class.

Relationships, safety and inclusion

Children learn that families may be different and that caring adults help children feel safe. They practise forming friendships, being kind and respectful, sharing, listening, and repairing disagreements. They learn that their bodies belong to them, that they can express discomfort and that they should respect another person's boundaries. We teach the difference between surprises and secrets that make someone feel worried or unsafe, how to identify trusted adults and how to keep asking for help until someone listens.

Online learning starts with simple habits relevant to young children: using devices with adult guidance, being kind, keeping personal details private, and telling a trusted adult if something online worries or upsets them.

We do not use later-primary scenarios as routine lesson content. Staff respond to any real concern through the school's safeguarding procedures.

Health and wellbeing

Children name and talk about common feelings; learn ways to calm themselves and seek support; and understand that people may feel differently in the same situation. They learn about food and drink, sleep, physical activity, time outdoors, handwashing, dental care and keeping safe in the sun. Safety around medicines and household substances is taught as a simple rule: these are handled only with a responsible adult. Teaching about grief or change is handled sensitively when relevant to a child's experience.

Body knowledge and sex education

The EYFS and Key Stage 1 science curriculum includes learning about bodies, senses, offspring and growth. Protective teaching may use correct names for body parts, including private parts, so children can describe a concern clearly. This is taught in a calm, factual and age-appropriate way alongside privacy, boundaries and asking for help.

We do not teach a planned programme of non-statutory sex education about human conception or reproduction in Reception to Year 2. Puberty and menstruation are not scheduled as infant lessons. These topics belong to later learning, although a safeguarding need or a child's question may require a brief, factual, age-appropriate response. Staff will not dismiss a disclosure or promise secrecy; they will follow safeguarding procedures and, where appropriate, communicate with parents.

Parents cannot withdraw children from Relationships Education, Health Education or the National Curriculum for science. If the school proposes to introduce any additional sex education, it will consult parents, update its published policy and materials, and explain the right to request withdrawal before teaching it.

How we teach and adapt learning

Class teachers deliver a weekly PSHE session, normally around 45 minutes in Key Stage 1. Reception teachers use shorter teaching episodes and active opportunities suited to the EYFS. Assemblies, collective worship, classroom routines and the way adults speak to children reinforce the learning. Staff use clear ground rules, inclusive examples, stories, discussion and rehearsal; they do not ask children to disclose private experiences in front of others.

Teachers adapt language, images, pace and ways to respond for children with SEND and for children who need additional support with communication or emotional regulation. They check understanding without assuming all children have the same family structure, background or prior knowledge. The school promotes respect for every child and family, including families with different beliefs and compositions, while complying with the Equality Act 2010.

Questions are answered honestly at an appropriate level for the child's age and understanding. Where a question goes beyond the planned infant content, staff may give a brief response, explain that more detailed teaching comes later and let parents know when appropriate. Safeguarding disclosures are handled under the child protection policy, not treated as ordinary classroom discussion.

Working with parents and reviewing the policy

We publish this policy and the Reception to Year 2 curriculum overview. Parents may request to view the teaching materials and discuss the content or timing with the class teacher or PSHE lead. We seek parents' views when reviewing the policy and consider pupil voice in an age-appropriate way. Any material change to planned content will be communicated to families.

The PSHE lead and senior leaders monitor planning, teaching, children's work and pupil voice. Teachers use discussion, observation and children's responses to identify what needs revisiting. Governors review the policy, its implementation and parent feedback. This document should be read alongside the safeguarding, behaviour, SEND and equality policies.

Source: Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance effective 1 September 2026. This September 2026 scope revision is prepared for the school's normal approval process; the previous recorded review was July 2026 and the scheduled next review is July 2027.