



Rawmarsh Ryecroft Infant School

Relationships, Health Education & Personal, Social and Health Education Policy

Personal, Social, Health Education Policy (PSHE)

Relationships and Health Education Policy (RHE)

Personal, Social, Health and Economic (PSHE) education is defined as a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In July 2025 the Department for Education published the revised guidance for the Relationships Education, Relationships and Sex Education (RSE). Relationship and Health Education is about teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Intent

- Provide a framework in which sensitive discussions can take place.
- To support children's understanding in a way that is relevant at each stage of development and maturity.
- To ensure that children are not vulnerable to abuse and exploitation through a lack of knowledge and understanding about healthy relationships and appropriate physical contact.
- To ensure that teachers use accurate and factual information to inform planning and delivery.
- To support the children to be able to develop views that support tolerance, accept diversity and enable equality.
- To support parents to understand what we teach and why.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Implementation

Curriculum content

PSHE (which includes RSHE) is taught weekly through a planned programme of work that follows the Jigsaw PSHE program. 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.

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 and the Government's British Values agenda.

Here, at Ryecroft Infant 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.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. A link to Jigsaw's Curriculum Overview is on the website. At Rawmarsh Ryecroft Infant School, PSHE lessons are part of the weekly timetable 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:

- Learning opportunities in other subjects.
- Assemblies and collective worship
- Praise and reward system
- School Values
- Modelling positive relationships within school

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

RHE is taught within the EYFS through personal, social, emotion development (PSED) and in KS1 through personal, social and health education (PSHE). Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

Health Education in primary schools will cover:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco and vaping
- Health protecting and prevention
- Personal safety
- Basic First Aid
- Developing Bodies

Impact

The impact of the curriculum is evident in the way pupils demonstrate empathy, self-awareness, and respect for others. Children develop the confidence to express their feelings, manage challenges, and make responsible decisions. They build strong, positive relationships and show understanding of diversity and inclusion within their community. Through regular reflection and mindfulness, pupils become more self-regulated and resilient learners. Monitoring through pupil voice, lesson observations, and wellbeing surveys shows that Jigsaw contributes positively to pupils' personal development, behaviour, and attitudes, helping them to thrive both within and beyond the school environment.

Existing DfE guidance that our PSHE/RHE policy is informed by:

- Relationships and Healthy Education 2025 (statutory guidance)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- DfE 'Science programmes of study: key stages 1 and 2' (2014)
- DfE 'Early Years Framework' (2025)

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))

Other Agencies:

We aim to involve outside agencies, including School Nursing Service, With Me in Mind mental health service, Online Safety Resources, NSPCC, dental health advisors and The Anti-Bullying Company to deliver aspects of the PSHE curriculum where possible.

Policy Development

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

Linked subject areas:

- Personal, Social, Health and Economic Education (PSHE)
- Computing
- Science
- RE
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Monitoring and Review

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Pupil Voice
- Staff meetings to review and share ideas

This policy reflects the school's values and philosophy in relation to the teaching and learning of RHE and PSHE. It sets out the framework within which teaching and non- teaching staff operate and give guidance on planning, teaching and assessment.