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## Relationships and Health Education (RHE) Policy

Throughout this policy, the following acronyms will be used frequently:

PSHE – personal, social and health education

RHE – relationships and health education

PSED – personal, social and emotional development

EYFS – Early years foundation stage

KS1 – Key Stage 1

### Rationale and Ethos

At Mount Street Academy (MSA), we define relationships and health education (RHE) as enabling all students to be safe and to understand and develop healthy relationships - both now and in their future lives. We believe relationships and health education is important for our students and our school because it prepares our students to be global citizens in a diverse society. It prepares students for the opportunities, responsibilities and experiences for later life and ensures they have acquired the key subject disciplines of listening to others, taking turns to speak, using kind and positive words and respecting each other's privacy. Mount Street Academy (MSA) is a nursery and infant school and therefore the learning of RHE is age-appropriate and the aspects of Sex Education are **not** taught until the students reach junior school age.

We teach the aspects of RHE through a well-designed PSHE (Personal, Social and Health Education) curriculum, which develops learning, and results in the acquisition of knowledge and skills, enabling students to access the wider curriculum, work collaboratively with others and make a positive contribution to the life of the school. PSHE at MSA equips our students with an age-appropriate, sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions, and to recognise the importance of their own mental health and well-being.

RHE is taught through PSHE circle time sessions and lessons support our students in starting their journey towards successfully becoming healthy, independent and responsible members of wider society, initially applying this developing knowledge beyond their closest circle (family) within the safety and security of the school community. This allows our students to acquire the skills they need throughout their life and to prepare them for modern Britain. At MSA, PSHE starts in Nursery and Reception as the Prime Area: Personal, Social and Emotional Development (PSED), split into three goals: Self-Regulation, Managing Self and Building Relationships. Our PSED curriculum allows students to know and understand how to get on with others and make friends, to understand and talk about feelings, to learn about 'right' and 'wrong', develop independence and to feel good about themselves. We know that students' early PSED development has a huge impact on their later well-being, learning achievement and

economic success, therefore, our curriculum is designed to ensure our students have every opportunity to start to gain these skills at a young age. It is integral that students acquire these skills at a young age in order for them to self-regulate and to help them as they grow older.

Students further develop these skills as they move into Key Stage 1 (KS1) and are taught RHE skills and knowledge through the PSHE curriculum, in which we follow the Jigsaw scheme. In KS1, the topics are the same throughout the years and this allows learning to be coherent and sequenced, ensuring that knowledge and skills are acquired cumulatively. Mount Street Academy is an infant school and therefore it is not appropriate for students to learn about some of the aspects of Health Education. Our intention is that students will acquire the skills they need which will be developed as they move onto Junior School life. Furthermore, whilst there is no explicit teaching of economics within the Jigsaw programme, students at Mount Street Academy learn about money during maths lessons, preparing them for further economics as they progress through their school journey.

To summarise, our RHE curriculum will:

- Provide a framework in which sensitive discussions can take place.
  - Promote the importance of health and hygiene.
  - Help students develop feelings of self-respect, confidence and empathy.
  - Create a positive culture around issues of relationships, families and keeping safe.
  - Teach students the correct vocabulary to describe themselves and their bodies.
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- We view the partnership of home and school as vital in providing the context for our children. We hold regular 'Share' sessions where parents and carers can join in with the learning in the classroom and we regularly ask for feedback in short surveys from parents.
  - The voice of the pupils is reflected, and we demonstrate this by ensuring that subject leaders complete at least 1 pupil voice survey per year per subject which includes RHE.

## Aims

The aims of relationships and health education (RHE) at our school are to:

- Promote the spiritual, moral, cultural, mental, and physical development of students at the school and of society.
- Prepare students for the opportunities, responsibilities, and experiences of later life.
- Provide knowledge and information which is inclusive and meets the needs of all our students (and their families) including those with protected characteristics.
- Create a positive culture around issues of self-esteem and confidence, relationships and sexuality ensuring gender and LGBT+ equality.
- Help students develop and understand their feelings, behaviours, and emotions and those of others so they can lead fulfilling and enjoyable lives.
- Provide students with the right tools to enable them to seek information and support (both within and outside school) should they need it.
- Help students to develop skills (language, decision making, choice, assertiveness), promoting ambition and aspiration to make the most of their abilities whilst coping with the influences of their peers and the media.

- Recognise and respect themselves and others, the views of others, backgrounds, cultures, values, and experiences.
- Develop skills for a healthier, safer lifestyle to allow them to respect and care for their bodies and be prepared for changes through puberty and adulthood.
- Teach students the correct vocabulary to describe themselves and their bodies, supporting students to keep themselves safe.
- Provide a framework in which sensitive discussions can take place.

## Policy development

This policy has been developed in consultation with staff, ACC members, students, and parents/carers and has been approved by the Executive Education Team.

The policy will be reviewed every two years or sooner if there is a need to respond to any amendments made to the DfE statutory guidance for Relationships, Sex, and Health Education.

Staff, ACC members, students, and parents/carers will be consulted every time the policy is reviewed and will be invited to share feedback by completing an online questionnaire. If any parents or carers have any further questions, then they will be invited in to meet with the headteacher and PSHE curriculum lead. All feedback will be considered and will help to inform future revisions to the policy and curriculum.

## Statutory Requirements

As a primary academy school, we must provide relationship education to all students as per section 34 of the [Children and Social work act 2017](#). and relationships and health education in line with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021). Please click on the link to access a copy of the statutory guidance. Sex education is **not** statutory in primary schools.

Following updates to the guidance in July 2025, our curriculum will continue to grow and develop in line with the new guidance which will be effective from September 2026. This guidance can be found here: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#).

In teaching RHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in sections 403, 404, and 405 of the [Education Act 1996](#). We also have regard to legal duties set out in

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

## Sex Education (non-statutory)

MSA is a nursery and infant school and therefore, we educate up to KS1. Thus, teaching is limited to early information about the human body, including the correct vocabulary for genitalia. This is an

important safeguarding measure, as it equips students with the language they need to communicate clearly and confidently if they ever need to report abuse and a safeguarding concern is not missed. Students will also be taught about family diversity and the ever-changing society we live in. Students will **not** learn about sexual relationships in KS1.

## Legislation and supporting guidance.

We used the following legislation and guidance to inform the development of this policy. Click on the hyperlink below to view the document.

- [Education Act 1996](#)
- [Learning and Skills Act \(2000\)](#)
- [Children and Social Work Act 2017](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010](#)
- [SEND Code of Practice 0 - 25 years \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for Schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)

Cross-reference can be made to other Anthem policies to avoid any unnecessary repetition.

These include but are not exclusive of:

- PSHE and Citizenship
- Safeguarding
- Behaviour and Discipline
- Anti-bullying
- Drug and Alcohol

## Roles and Responsibilities

The Education Executive Team – will approve the RHE policy and hold the Headteacher to account for its implementation.

The Governing Body – Ultimately has responsibility for the policy.

The Headteacher - is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw students from (non-statutory/non-science) components of RHE. (See right to withdraw).

### Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Evaluating the effectiveness of the curriculum
- Reporting progress to parents/carers

- Responding to the needs of individual students

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher (Mrs Rachael Horn) or PSHE lead (Miss Hannah Taylor).

If parents or carers would like to discuss the policy in more detail, they should speak to the headteacher (Mrs Rachael Horn) or PSHE lead (Miss Hannah Taylor) as their point of contact.

**Students are expected to** engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity. The PSHE lead is responsible for providing ongoing training for teachers that deliver RHE through PSHE.

## Curriculum

RHE is taught within the PSHE education curriculum. PSHE (RHE) is explicitly taught as a timetabled subject in our school, this happens weekly and as a circle time session. Key learning in RHE is also addressed through cross-curricular links in other subjects e.g., Computing, English, P.E., R.E and mathematics. Teachers will deliver the RHE curriculum in a way that allows students to explore varying viewpoints by ensuring that information is unbiased and impartial. Our RHE curriculum is set out as per Appendix 1.

This will be reviewed every two years; amendments may be made following feedback from staff, ACC members, parents/carers, and students or due to changes in statutory guidance.

Our curriculum covers all objectives within the DfE statutory guidance for relationships and health education. The DfE statutory guidance document can be viewed here: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021).

RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

At Mount Street Academy, we implement our approach through high quality teaching that provides equal opportunities for all students. In Nursery, planned and sequenced knowledge and skills are outlined in our EYFS curriculum and taught through key worker led circle time (gather) sessions. Each circle time session provides opportunity for students to check their understanding of previous learning, with new learning being guided by the keyworker; any misconceptions are identified and addressed through verbal feedback from Keyworkers. This is further embedded through daily routines and continuous provision (Keyworker and student led) play-based learning. PSED does not happen in isolation, and our students are provided with opportunities to apply and further explore personal and emotional skills in action within the EYFS environment. Continuous provision enables students to revisit the discussions had in circle time sessions as well as in different contexts such as stories, games

and songs. Keyworker and other adult interactions within the setting ensure that all of the knowledge, skills and behaviours expected are being continuously modelled. All adults reinforce positive behaviours and interactions they observe, praising and highlighting those students who are modelling positive behaviours, as well as coming alongside students who need extra help in acquiring and applying the knowledge and skills of PSED, in action.

The Jigsaw scheme of learning is used from Reception to Year 2 with the Jigsaw topics remaining the same for all year groups allowing the skills and knowledge taught in Reception to be embedded but also for them to act in a cumulative manner, building upon this in Year 1 and again in Year 2, supporting the students to know more and remember more. Teachers deliver the Jigsaw scheme through PSHE lessons, which is usually in the form of a circle time session. This allows teachers to provide clear verbal feedback and to check students' understanding. The RHE skills and knowledge that is taught within the PSHE lesson, allows students to use and apply these in their wider life and to their own experiences. The Jigsaw scheme allows the students to develop their knowledge and advance what they have learned throughout their school life. The topic titles are similar year on year, which demonstrates the importance of developing their knowledge for these areas once the students mature, as well as supporting transition, as the topic names become increasingly familiar. We also use wider opportunities such as links with the local community, fundraising/make a difference opportunities, visitors and national and international events to provide enrichment opportunities to contextualise PSHE learning. PSHE is an important part of school assemblies where students' spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

We have carefully planned our curriculum to meet the needs of students in our school. We will regularly review and make adaptations to the curriculum to ensure we continue to meet the diverse and ever-changing needs of our students, or in response to local or global events. You will notice that our RHE curriculum is a spiral curriculum (key concepts are revisited throughout the curriculum with deepening layers of complexity as students move through the school). We have purposefully designed our RHE curriculum in this way so that our students can embed their learning of the most important aspects of the curriculum and have dedicated time to practice key skills linked to these very important key concepts. We involve students in their learning by using active learning methods and these include role play, scenarios, discussions, debates, problem-solving and continuous provision. At Mount Street Academy, we carefully consider the transition of Year 2 students to their junior school and ensure that this transition is as smooth as possible. We work closely with the junior schools to make sure that the students make a positive start to their junior school life.

For more information about our RHE/PSHE curriculum, see Appendix 1.

## Inclusivity and Equality

All schools have a duty under the Equality Act (2010) to ensure that no student is disadvantaged because of their protected characteristic which includes: age, gender, race, disability, religion and belief, sexual orientation, gender reassignment, marriage, and civil partnership.

The DfE guidance states *that "at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson."*

At Mount Street Academy we fully embrace the diversities of our families and community. We fully embrace diversity within society and our families, and this is embedded within the ethos and culture of our school and curriculum e.g. a broad range of texts where students can feel represented. We ensure that our students are fully prepared global citizens for an ever-changing society.

Every student can see themselves reflected in the curriculum content, the resources, and the school environment. We work hard to ensure that all families in our school community feel valued and diversity is celebrated. The RHE curriculum and resources may be adapted and differentiated to meet the specific needs of students with special educational needs (SEND) and learning may be scaffolded to ensure all lessons are inclusive. Teachers will seek specialist advice from the SENCO when required. Where appropriate, students may receive additional support from a T.A. to ensure that learning of key concepts is secure. This could include pre-teaching of key concepts or vocabulary or follow-up individual/group work after the weekly lesson has taken place. Teachers, with support from the SENCO, will consider whether it is appropriate for targets linked to the RHE curriculum to be included within students' Education Health Care Plans (EHCPs).

### Creating a Safe Learning Environment

Teachers create a safe learning environment by establishing the 'Learning Charter' before a PSHE/RHE lesson takes place. The Learning Charter is something taken from the Jigsaw scheme of work, which outlines expectations from the students during the lesson.

These are:

- 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 a compliment or being positive
- We respect each other's privacy (confidentiality).

The Learning Charter is referred to at the start of every PSHE/RHE lesson. Key vocabulary is also shared with students at the start of every lesson which have widgets to support our students with SEND. Any questions that students ask, will be answered in an age-appropriate manner.

Teachers will use distancing techniques; these may include drama, roleplay, scenarios, photos and use of video clips. Distancing techniques put a space between a difficult subject and an individual learner so that the question does not become, 'what do you think?' but 'what might they think?' instead. It enables tricky questions to be answered and supports learners to debate and disagree without anyone feeling personally compromised.

All staff teaching RHE know that they can access support from the RHE Lead, SENCO, and Safeguarding Lead if they are faced with difficult questions from students, upcoming topics that may be triggering for some students, questions about how to ensure lessons are fully inclusive or following a safeguarding disclosure.

## Safeguarding

Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff are aware of the school safeguarding procedures; and this procedure will be followed in the case of a pupil making a disclosure or any member of staff/school visitor raising any concerns about child welfare.

Teachers delivering RHE regularly check with the Safeguarding Lead whether there are any students in the class that are more vulnerable, or likely to be more affected by the lesson content. The Safeguarding Lead may give the teacher advice or provide additional support to the pupil as appropriate. This may include a pupil accessing the lesson content on a 1:1 rather than whole-class basis.

Any visitors delivering RHE will be made aware of the safeguarding procedures and are expected to report any concerns to the appropriate member of staff.

Visitors/external agencies which support the delivery of RSHE will be required to ensure that any speakers, tools, and resources used comply with this policy.

We will ensure that we only work with visitors/external agencies where we have full confidence in the agency/visitor, its approach and the resources used.

We will ensure:

- We are clear about what the visitors/agency are going to say.
- We are clear on their position on issues to be discussed.
- All resources to be used within the session have been checked and agreed by the RHE Lead.

We will:

- Ensure that a teacher always remains in the session with the visitor/agency.
- Remind teachers that it is their responsibility to stop a session if any element of the session does not meet with the school RSHE policy.

## Parents and Carers

We recognise the importance of working in close partnership with parents/carers in order to deliver safe and effective relationships and health education. Parents/carers were consulted during the development of this policy.

The policy is available via the school website and is available to parents/carers free of charge on request.

- We will notify parents and carers when the statutory science curriculum that links to RHE will be taught. This lesson focus is naming the external part of the female and male genitalia.
- Parents/carers will be able to share feedback when this policy is reviewed by completing the feedback form sent to all parents/carers with the Policy on the MCAS (My Child At School) App.

## Right to Withdraw

Parents/carers **do not** have the right to withdraw their children from relationships or health education. As stated, MSA is a nursery and infant school and therefore sex education is **not** taught.

## Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance.
- Are aligned with our school ethos and values.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our students.
- Reflect diversity to include the nine protected characteristics.
- Are unbiased and balanced in their presentation.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to students' experiences and won't provoke distress.
- Resources and lesson plans are adapted and differentiated for students with SEND.
- Resources are reviewed and updated regularly to ensure they are current.

### **Evaluation, Monitoring and Assessment for Learning**

The delivery of RHE in our school is monitored by class teachers and the RHE Lead as part of our internal assessment systems through learning walks, book looks and student and teacher voice, which take place termly. The effectiveness of the curriculum and whether planned outcomes have been achieved will be evaluated by Hannah Taylor (PSHE Lead).

A range of assessment activities will be used, and these will include a formative assessment at the end of each unit which teachers then use to inform their summative assessment.

Students will have opportunities to review and reflect on their learning through a final assessment piece each term in KS1. Student voice will be influential in adapting and amending planned learning activities as it will allow teachers and the PSHE lead to ensure that all planning and lessons are appropriate and relevant to the needs of the students.

In EYFS, students are assessed regularly against the Prime Area of PSED and these observations are uploaded onto Tapestry. These assessments may be a photo or video demonstrating how the student is demonstrating their personal, social and emotional skills next steps. Teachers can use these assessments to inform their future planning; they can assess the student's next steps and use this to inform the continuous provision or circle time sessions. In KS1, teachers assess students through verbal feedback. Circle time sessions allow teachers to have conversations with students, which will then demonstrate their understanding and their gaining of skills and knowledge. Furthermore, the activities, which then take place following the circle time session, inform the teacher of the student's understanding. Teachers are then able to use this to inform future planning and adapt where necessary. It is important to note that the assessment of PSHE/RHE will mostly be completed through observations of students and the way that they conduct themselves. A teacher can plan and adapt PSHE lessons to meet the needs of the students in their class, which is integral to the student, as we know that a student cannot fulfil their full

abilities if they are not socially and emotionally ready. We will ensure that every student at Mount Street Academy will be fully prepared for their educational life and into adulthood.

The PSHE subject leader has a clear role and overall responsibility for the progress of all students in PSHE throughout school. Regular tapestry/topic folder looks, learning walks, planning scrutiny and student voice interviews provide the overall picture of PSHE across school and supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and challenge.

Parents/carers will be notified of progress through parents' evenings. Updates regarding what is taught each term in PSHE/RHE, will be shared via the school newsletter. If a class teacher has specific feedback regarding a student, then this will be shared with parents/carers at the earliest opportunity.

### **Review**

This policy will be reviewed by the Trust every two years unless statutory changes, or feedback from consultation suggests otherwise. At every review, the policy will be approved by the Education Executive Team.

## Appendix 1: RHE Curriculum (PSHE)

### Nursery curriculum (Personal, Social and Emotional Development [PSED]) (to be updated September 2026)

Notes: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.							
Personal, Social, Emotional Development	General Focus	<p>Transition into new classes &amp; staggered starts:</p> <ul style="list-style-type: none"> <li>- Comes into Nursery happily</li> <li>- Aware of session routines</li> <li>- Asks to go to the toilet</li> <li>- Shows preferences for activities</li> <li>- Beginning to look after toys and resources</li> </ul> <p>Introduced to zones of regulation tool – three point scale</p> <p>Making friends /sharing/ Following our Dream Values. Circle times- Growth mindset Independence</p> <p>Learning about our Golden Rules – Introduction to our DREAM Team Rewards and Sanctions – our behaviour and rewards system –</p>	<ul style="list-style-type: none"> <li>- Can begin to organise themselves in the environment – classroom, cloakroom</li> <li>- Beginning to have a go at a wider variety of activities</li> <li>- Choose it, use it, put it away</li> <li>- Shows awareness of others</li> </ul> <p>Begins to identify with zones of regulation tool – three point scale as part of a group discussion e.g how characters feel in stories etc</p> <p>Making friends /sharing/ being kind &amp; helping others. Following our Dream Values. Circle times- Growth mindset Independence Following our golden rules - DREAM Team Rewards and Sanctions – our behaviour and rewards system</p>	<ul style="list-style-type: none"> <li>- Will offer to help others</li> <li>- Will wait their turn and put their hand up to talk</li> <li>- Can line up and walk around school/between activities in single file</li> <li>- Play co-operatively</li> <li>- Can play a game in a small group of peers</li> </ul> <p>Identifies and names own feelings using zones of regulation tool – three point scale – with adult guidance</p> <p>Making friends /sharing/ being kind &amp; helping others. Following our Dream Values. Circle times- Growth mindset. Talking in small groups Independence</p> <p>Following our golden rules – DREAM Team Rewards and Sanctions – our behaviour and rewards system</p>	<ul style="list-style-type: none"> <li>- Organising and cooperating with other children</li> </ul> <p>Identifies and names own feelings using zones of regulation tool – three point scale – with adult guidance</p> <p>Making friends /sharing/ being kind &amp; helping others. Following our Dream Values. Circle times- Growth mindset. Talking in small groups Independence healthy eating</p> <p>Following our golden rules – DREAM Team Rewards and Sanctions – our behaviour and rewards system</p>	<ul style="list-style-type: none"> <li>- Can express feelings</li> <li>- Find resolutions without conflict</li> <li>- Is involved in more complex imaginative play with changing roles</li> </ul> <p>Identifies and names own feelings using zones of regulation tool – three point scale</p> <p>Following our golden rules – DREAM Team Rewards and Sanctions – our behaviour and rewards system</p>	<ul style="list-style-type: none"> <li>- Ask to go to the toilet when needed but is able to identify times to use the toilet during the day</li> </ul> <p>Identifies and names own feelings using zones of regulation tool – three point scale</p> <p>Transition Moving on Circle times</p> <p>Transition to Year Reception Following our golden rules – DREAM Team Rewards and Sanctions – our behaviour and rewards system</p>
	Self-Regulation	<p><u>Three Year Checkpoint:</u></p> <p>Settles to some activities for a while</p>	<p>Becomes more outgoing with unfamiliar people, in the safe context of the setting</p> <p>Talk about feelings using words like happy and sad</p>	<p>Talk about feelings using words like happy and sad, angry or worried</p>	<p>Understand gradually how others might be feeling</p>	<p>Talk with others to solve conflicts with some adult direction</p>	<p><u>Three to Four Year Checkpoint:</u></p> <p>Talk with others to solve conflicts</p> <p>Can identify and name own feelings and begins to do the same for others</p>
	Managing Self	<p><u>Three Year Checkpoint:</u></p> <p>Sometimes manages to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p>	<p>Selects and uses activities and resources, with help when needed. This helps them to achieve a goal; they have chosen or one which is suggested to them</p> <p>Increasingly follow rules, understanding why they are important</p>	<p>Remember rules without needing adults to remind them</p>	<p>Develop appropriate ways to be assertive</p>	<p>Finds solutions to conflicts and other rivalries. E.g. accepting not everyone can be spiderman in the game and suggesting other ideas</p>	<p><u>Three to Four Year Checkpoint:</u></p> <p>Can generally negotiate solutions to conflicts in their play</p>

## Reception curriculum (Personal, Social and Emotional Development [PSED]) (to be updated September 2026)

<b>Personal, Social and Emotional Development</b>	<p><b>Notes:</b>          Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
	<b>General Focus</b>	<p>Transition into new classes &amp; staggered starts:</p> <ul style="list-style-type: none"> <li>- Comes into school happily</li> <li>- Aware of daily routines</li> <li>- Asks to go to the toilet</li> <li>- Shows preferences for activities and can say why</li> <li>- Looks after toys and resources</li> </ul> <p>Learning about our Golden Rules – Introduction to our DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system – what team they belong to (Bailgate, Red Arrows, Castle, The Imp, Cathedral, Brayford)</p>	<ul style="list-style-type: none"> <li>- Can organise themselves in the environment – classroom, cloakroom</li> <li>- Beginning to have a go at a variety of activities</li> <li>- Will tidy away items safely</li> <li>- Responds to others in conversations</li> <li>- Says please and thank you</li> </ul> <p>Following our golden rules - DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> <li>- Will offer to help others</li> <li>- Will wait their turn and put their hand up to talk</li> <li>- Can line up and walk around school/between activities in single file</li> <li>- Play co-operatively</li> </ul> <p>Following our golden rules – DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p> <p>Understanding differences</p>	<ul style="list-style-type: none"> <li>- Organising and cooperating with other children</li> </ul> <p>Following our golden rules – DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> <li>- Can express feelings</li> <li>- Find resolutions without conflict</li> <li>- Is involved in more complex imaginative play with changing roles</li> </ul> <p>Following our golden rules – DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> <li>- Ask to go to the toilet when needed but is able to identify times to use the toilet during the day</li> </ul> <p>Transition to Year One</p> <p>Following our golden rules – DREAM Team</p> <p>Circle times</p> <p>Rewards and Sanctions – our behaviour and rewards system</p> <p>Weekly assemblies to promote values and DREAM Team</p> <p>Characteristics of Effective Learning</p>
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that expectations vary depending on different events, social situations, and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• See themselves as a valuable individual</li> </ul>	<p><b>Self-Regulation ELG</b>          Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	

## Reception curriculum continued (Personal, Social and Emotional Development [PSED]) and Jigsaw scheme (PSHE) (to be updated Sept 2026)

	<b>Managing Self</b>	<ul style="list-style-type: none"> <li>- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers</li> </ul>	<ul style="list-style-type: none"> <li>-Is sensitive to others' messages of appreciation or criticism</li> <li>-Enjoys a sense of belonging through being involved in daily tasks.</li> <li>- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>-Begins to show resilience.</li> </ul>	<ul style="list-style-type: none"> <li>- Manage their own needs.</li> <li>-Show resilience and perseverance in the face of challenge</li> <li>- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>-Manage their own needs.</li> <li>- Show resilience and perseverance in the face of challenge</li> <li>- Shows their confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul>	<p><b>Managing Self ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>●Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>●Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>●Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>-Seeks out companionship with adults</li> </ul>	<ul style="list-style-type: none"> <li>- Seeks out a friend to share experiences and play ideas.</li> <li>- Uses their experiences of adult behaviours to guide their social relationships and interactions.</li> <li>-Share's resources and toys in a small group.</li> <li>-Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul>	<ul style="list-style-type: none"> <li>-Seeks out companionship with adults and other children, sharing experiences and play ideas.</li> <li>- Shows increasing consideration of other people's needs can share without adult support.</li> </ul>	<ul style="list-style-type: none"> <li>-Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul>	<ul style="list-style-type: none"> <li>- Build constructive and respectful relationships.</li> <li>- Think about the perspectives of others.</li> </ul>	<p><b>Building Relationships ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>●Work and play cooperatively and take turns with others.</li> <li>●Form positive attachments to adults and friendships with peers;</li> <li>●Show sensitivity to their own and to others' needs.</li> </ul>
	<b>Jigsaw</b>	<p><b>Being Me in My World:</b></p> <ul style="list-style-type: none"> <li>-I understand how it feels to belong and that we are similar and different</li> <li>-I can start to recognise and manage my feelings</li> <li>-I enjoy working with others to make school a good place to be</li> <li>-I understand why it is good to be kind and use gentle hands</li> <li>-I am starting to understand children's rights and this means we should all be allowed to learn and play</li> <li>-I am learning what being responsible means</li> </ul>	<p><b>Celebrating Differences:</b></p> <ul style="list-style-type: none"> <li>-I can identify something I am good at and understand everyone is good at different things</li> <li>-I understand that being different makes us all special</li> <li>-I know we are all different but the same in some ways</li> <li>-I can tell you why I think my home is special to me</li> <li>-I can tell you how to be a kind friend</li> <li>-I know which words to use to stand up for myself when someone says or does something unkind</li> </ul>	<p><b>Dreams &amp; Goals:</b></p> <ul style="list-style-type: none"> <li>-I understand that if I persevere I can tackle challenges</li> <li>-I can tell you about a time I didn't give up until I achieved my goal</li> <li>-I can set a goal and work towards it</li> <li>-I can use kind words to encourage people</li> <li>-I understand the link between what I learn now and the job I might like to do when I'm older</li> <li>-I can say how I feel when I achieve a goal and know what it means to feel proud</li> </ul>	<p><b>Healthy Me:</b></p> <ul style="list-style-type: none"> <li>-I understand that I need to exercise to keep my body healthy</li> <li>-I understand how moving and resting are good for my body</li> <li>-I know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>-I know how to help myself go to sleep and understand why sleep is good for me</li> <li>-I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>-I know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>-I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>-I know how to make friends to stop myself from feeling lonely</li> <li>-I can think of ways to solve problems and stay friends</li> <li>-I am starting to understand the impact of unkind words</li> <li>-I can use Calm Me time to manage my feelings</li> <li>-I know how to be a good friend</li> </ul>	<p><b>Changing Me:</b></p> <ul style="list-style-type: none"> <li>-I can name parts of the body</li> <li>-I can tell you some things I can do and foods I can eat to be healthy</li> <li>-I understand that we all grow from babies to adults</li> <li>-I can express how I feel about moving to Year 1</li> <li>-I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>-I can share my memories of the best bits of this year in Reception.</li> </ul>

## Year 1 PSHE/RHE curriculum (to be updated September 2026)

<p><b>Notes:</b>            Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.            Core theme 1: health and wellbeing            Core theme 2: relationships            Core theme 3: living in the wider world</p>							
<p><b>Additional Notes:</b>            Teachers will follow the Jigsaw scheme, however, teachers may provide discrete PSHE lessons that meet the needs of the children in their class as this is an integral part of</p>							
PSHE (Jigsaw)	PSHE in Action	<p><b>Being Me in my World:</b></p> <ul style="list-style-type: none"> <li>Know how to use my Jigsaw Journal</li> <li>Feel special and safe in my class</li> <li>Understand the rights and responsibilities as a member of my class</li> <li>Know that I belong to my class</li> <li>Understand the rights and responsibilities of being a member of my class</li> <li>Know how to make my class a safe place for everybody to learn</li> <li>Know my views are valued and can contribute to the Learning Charter</li> <li>Recognise how it feels to be proud of an achievement</li> <li>Recognise the choices I make and understand the consequences</li> <li>Recognise the range of feelings when I face certain consequences</li> <li>Understand my rights and responsibilities within our Learning Charter</li> <li>Understand my choices in following the Learning Charter</li> </ul>	<p><b>Celebrating Differences:</b></p> <ul style="list-style-type: none"> <li>Identify similarities between people in my class</li> <li>Tell you some ways in which I am the same as my friends</li> <li>Identify differences between people in my class</li> <li>Tell you some ways I am different from my friends</li> <li>Tell you what bullying is</li> <li>Understand how being bullied might feel</li> <li>Know some people who I could talk to if I was feeling unhappy or being bullied</li> <li>Be kind to children who are bullied</li> <li>Know how to make new friends</li> <li>Know how it feels to make a new friend</li> <li>Tell you some ways I am different from my friends</li> <li>Understand these differences make us all special and unique</li> </ul>	<p><b>Dreams and Goals:</b></p> <ul style="list-style-type: none"> <li>Set simple goals</li> <li>Tell you about the things I do well</li> <li>Set a goal and work out how to achieve it</li> <li>Tell you how I learn best</li> <li>Understand how to work well with a partner</li> <li>Celebrate achievement with my partner</li> <li>Tackle a new challenge and understand this might stretch my learning</li> <li>Identify how I feel when I am faced with a new challenge</li> <li>Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them</li> <li>Know how I feel when I see obstacles and how I feel when I overcome them</li> <li>Tell you how I felt when I succeeded in a new challenge and how I celebrated it</li> <li>Know how to store the feelings of success in my internal treasure chest</li> </ul>	<p><b>Healthy Me:</b></p> <ul style="list-style-type: none"> <li>Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</li> <li>Feel good about myself when I make healthy choices</li> <li>Know how to make healthy lifestyle choices</li> <li>Feel good about myself when I make healthy choices</li> <li>Know how to keep myself clean and healthy, and understand how germs cause disease/illness</li> <li>Know that all household products including medicines can be harmful if not used properly</li> <li>Recognise that I am special so I keep myself safe</li> <li>Understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>Know some ways to help myself when I feel poorly</li> <li>Know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>Recognise when I feel frightened and know who to ask for help</li> <li>Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> <li>Recognise how being healthy helps me to feel happy</li> </ul>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Identify the members of my family and understand that there are lots of different types of families</li> <li>Know how it feels to belong to a family and care about the people who are important to me.</li> <li>Identify what being a good friend means to me</li> <li>Know how to make a new friend</li> <li>Know appropriate ways of physical contact to greet my friends and know which ways I prefer</li> <li>Recognise which forms of physical contact are acceptable and unacceptable to me</li> <li>Know who can help me in my school community</li> <li>Know when I need help and know how to ask for it</li> <li>Recognise my qualities as a person and a friend</li> <li>Know ways to praise myself</li> <li>Tell you why I appreciate someone who is special to me</li> <li>Express how I feel about them</li> </ul>	<p><b>Changing Me:</b></p> <ul style="list-style-type: none"> <li>Start to understand the life cycles of animals and humans</li> <li>Understand that changes happen as we grow and that this is OK</li> <li>Tell you some things about me that have changed and some things about me that have stayed the same</li> <li>Know that changes are OK and that sometimes they will happen whether I want them to or not</li> <li>Know how my body has changed since I was a baby</li> <li>Understand that growing up is natural and that everybody grows at different rates</li> <li>Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina</li> <li>Respect my body and understand which parts are private</li> <li>Understand that every time I learn something new I change a little bit</li> <li>Enjoy learning new things</li> </ul>

## Year 2 PSHE/RHE curriculum (to be updated September 2026)

<p><b>PSHE Jigsaw)</b></p>	<p>Notes: Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. Core theme 1: health and wellbeing</p>					
<p><b>PSHE in Action</b></p>	<p><b>Being Me in my World:</b></p> <ul style="list-style-type: none"> <li>To identify some of my hopes and fears for this year</li> <li>To know how to use my Jigsaw Journal</li> <li>To recognise when I feel worried and know who to ask for help</li> <li>To understand the rights and responsibilities of being a member of my class and school</li> <li>To know how to help myself and others feel like we belong</li> <li>To listen to other people and contribute my own ideas about rewards and consequences</li> <li>To help make my class a safe and fair place</li> <li>To understand how following the Learning Charter will help me and others learn</li> <li>To work cooperatively</li> <li>To recognise the choices I make and understand the consequences</li> <li>To follow the Learning Charter</li> </ul>	<p><b>Celebrating Differences:</b></p> <ul style="list-style-type: none"> <li>To start to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>To understand some ways in which boys and girls are similar and feel good about this</li> <li>To understand some ways in which boys and girls are different and accept that this is OK</li> <li>To understand that bullying is sometimes about difference</li> <li>To be able to tell you how someone who is bullied feels</li> <li>To be able to be kind to children who are bullied</li> <li>To recognise what is right and wrong and know how to look after myself</li> <li>To know when and how to stand up for myself and others if I am being bullied</li> <li>To understand that it is OK to be different from other people and to be friends with them</li> <li>To understand that we shouldn't judge people if they are different from us</li> <li>To know how it feels to be a friend and have a friend</li> <li>To tell you some ways I am different from my friends</li> <li>To understand these differences make us all special and unique</li> </ul>	<p><b>Dreams and Goals:</b></p> <ul style="list-style-type: none"> <li>To choose a realistic goal and think about how to achieve it</li> <li>To tell you things I have achieved and say how that makes me feel</li> <li>To persevere even when I find tasks difficult</li> <li>To tell you some of my strengths as a learner</li> <li>To recognise who it is easy for me to work with and who it is more difficult for me to work with</li> <li>To understand how working with other people can help me to learn</li> <li>To work cooperatively in a group to create an end product</li> <li>To explain some of the ways I worked cooperatively in my group to create the end product</li> <li>To work with other people to solve problems</li> <li>To express how it felt to be working as part of this group</li> <li>To know how to share success with other people</li> <li>To know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud)</li> </ul>	<p><b>Healthy Me:</b></p> <ul style="list-style-type: none"> <li>To know what I need to keep my body healthy</li> <li>To be motivated to make healthy lifestyle choices</li> <li>To show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</li> <li>To tell you when a feeling is weak and when a feeling is strong</li> <li>To understand how medicines work in my body and how important it is to use them safely</li> <li>To feel positive about caring for my body and keeping it healthy</li> <li>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</li> <li>To have a healthy relationship with food and know which foods I enjoy the most</li> <li>To make some healthy snacks and explain why they are good for my body</li> <li>To express how it feels to share healthy food with my friends</li> <li>To decide which foods to eat to give my body energy</li> <li>To have a healthy relationship with food and know which foods are most nutritious for my body</li> </ul>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</li> <li>To accept that everyone's family is different and understand that most people value their family</li> <li>To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>To know which types of physical contact I like and don't like and be able to talk about this</li> <li>To identify some of the things that cause conflict with my friends</li> <li>To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</li> <li>To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</li> <li>To recognise and appreciate people who can help me in my family, my school and my community</li> <li>To understand how it feels to trust someone</li> <li>To express my appreciation for the people in my special relationships</li> <li>To be comfortable accepting appreciation from others</li> </ul>	<p><b>Changing Me:</b></p> <ul style="list-style-type: none"> <li>To recognise cycles of life in nature</li> <li>To understand there are some changes that are outside my control and to recognise how I feel about this</li> <li>To tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>To identify people I respect who are older than me</li> <li>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>To feel proud about becoming more independent</li> <li>To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</li> <li>To tell you what I like/don't like about being a boy/girl</li> <li>To understand there are different types of touch and tell you which ones I like and don't like</li> <li>To be confident to say what I like and don't like and ask for help</li> <li>To identify what I am looking forward to when I move to my next class</li> <li>To start thinking about changes I will make in my next year at school and know how to go about this</li> </ul>

