Bushfield Road Infant School

Relationships, Sex, Health Education Policy

Policy date: Summer 2026
PSHE Lead: Mrs H Drayton
Approved by governors: November 2027
Review date: January 2028

1. Purpose and vision

At Bushfield Road Infant School, PSHE helps pupils develop the knowledge, language and skills they need to build positive relationships, stay safe and support their health and wellbeing.

Our approach reflects our school values of **Kindness, Teamwork and Curiosity**. We want pupils to feel valued, learn to treat others with respect, and know how to seek help when they need it. PSHE is taught through planned lessons and reinforced through everyday interactions and school life.

Bushfield is an infant school. Our pupils learn from Reception to the end of Year 2, and continue their education at another school. This policy describes the age-appropriate foundations we teach at Bushfield; it does not suggest pupils will have covered all the content expected by the end of primary school.

2. Statutory requirements and curriculum

Primary schools must teach Relationships Education. Health Education is compulsory in state-funded primary schools. The National Curriculum for science is taught separately and includes relevant learning about the human body and life cycles.

At Bushfield, we teach Relationships Education and Health Education through our wider PSHE curriculum, using the 3–7 section of Jigsaw. The science curriculum covers the relevant

statutory science content. Our curriculum map shows where the different areas are taught across Reception, Year 1 and Year 2.

We do **not** teach sex education beyond the National Curriculum for science. Pupils cannot be withdrawn from Relationships Education, Health Education or statutory science. (gov.uk)

PSHE also supports wider learning about personal development, rights and responsibilities, community and economic understanding. It does not replace statutory curriculum subjects.

3. Our PSHE curriculum

We use Jigsaw as a framework for planning and sequencing PSHE. Teachers remain responsible for making sure lessons are appropriate for their pupils and are taught in line with this policy and the school's safeguarding procedures.

Our curriculum is organised around six Jigsaw themes, taught across the year:

Theme	Main learning
Being Me in My World	Belonging, identity, class and school community, rights and responsibilities
Celebrating Difference	Similarities and differences, respect, families, stereotypes and responding to unkind behaviour
Dreams and Goals	Setting simple goals, perseverance, recognising achievements and working together
Healthy Me	Feelings, healthy choices, personal care, keeping safe and knowing when to seek help
Relationships	Families, friendship, kindness, resolving difficulties and trusted adults
Changing Me	Growing, change, self-esteem and preparing for transitions

Teachers use age-appropriate stories, discussion, practical activities and role-play where appropriate. They teach key vocabulary explicitly and revisit important ideas so pupils can understand and use them in different situations.

The PSHE Lead and teachers review Jigsaw materials and the school's curriculum map to check that planned teaching is suitable for Bushfield pupils and clearly distinguishes PSHE content from statutory science.

4. Relationships Education and Health Education

At Bushfield, pupils begin to learn about the following areas. Their learning continues after they leave the school.

Relationships Education

Pupils learn about:

- **Families and people who care for them:** families can take different forms, and pupils should know who cares for them and whom they can talk to.
- **Friendships:** kindness, sharing, taking turns, listening, including others and managing everyday friendship difficulties.
- **Respectful relationships:** treating others with kindness, noticing how others feel, respecting personal space and understanding that unkind or bullying behaviour is not acceptable.
- **Online safety:** beginning to understand safe and respectful use of devices, and knowing to tell a trusted adult if something online worries or upsets them.
- **Being safe:** understanding that their body belongs to them, learning age-appropriate language about privacy and boundaries, and knowing how to seek help from trusted adults.

Health Education

Pupils begin to learn about:

- **Mental wellbeing:** recognising and naming feelings, talking about them and identifying trusted adults who can help.
- **Physical health:** the importance of movement, sleep, hygiene, healthy eating and caring for their bodies.
- **Keeping safe:** recognising simple risks and knowing when to ask an adult for help.
- **Medicines and harmful substances:** understanding that medicines are only used with an adult's help and that some things are not safe for children.
- **Basic first aid and emergencies:** knowing how to get an adult's help when someone is hurt or in danger.

The curriculum map and lesson materials set out the specific learning planned for each year group. Staff do not assume that pupils have mastered later primary content after completing their infant education.

5. Teaching approach and inclusion

Lessons are taught in a calm, respectful environment. Staff use clear language and age-appropriate examples. Pupils are encouraged to listen, take part and ask questions, but are not required to share personal experiences.

Teachers adapt teaching so pupils, including pupils with SEND, can access and understand the learning. Adaptations may include visuals, pre-teaching vocabulary, simplified language, concrete examples, repetition and additional adult support. The SENCO, PSHE Lead and class teachers work together where an individual pupil needs further adaptation.

We respect the different backgrounds, beliefs and family circumstances of pupils. We represent families respectfully and avoid language or activities that could cause a pupil to feel singled out. We challenge stereotypes and discriminatory or unkind behaviour in an age-appropriate way.

6. Responding to pupils' questions

Staff respond to questions calmly and sensitively, using professional judgement and considering the pupil's age and understanding. They may give a brief, factual answer, explain that a topic will be covered later, or speak with the pupil privately after the lesson.

If a question raises a safeguarding concern, the member of staff must follow the school's safeguarding procedures and report it to the DSL or deputy DSL without delay. Staff should not promise confidentiality.

7. Safeguarding

PSHE supports safeguarding by helping pupils recognise when something feels wrong, identify trusted adults and practise how to ask for help. It does not replace the school's safeguarding and child protection procedures.

If a pupil makes a disclosure or a member of staff has a concern, staff must:

- listen calmly and take the pupil seriously;
- avoid leading questions or investigating the concern;
- explain that information may need to be shared to help keep the pupil safe;
- report the concern to the DSL or deputy DSL without delay; and
- make a factual record in line with the school's safeguarding procedures.

Safeguarding records must include the concern, actions taken, decisions made, the reasons for decisions and outcomes. This supports the school's work to keep records thorough and to evaluate safeguarding information accurately. KCSIE 2026 also requires staff to act promptly, follow school procedures and ensure safeguarding records capture actions, decisions, rationale and outcomes. (gov.uk)

Any external visitor contributing to PSHE must be briefed on the school's safeguarding procedures in advance. The school checks resources and plans before use and remains responsible for the content taught.

8. Working with parents and carers

We recognise that parents and carers play an important role in supporting pupils' learning. We share information about the PSHE curriculum and provide opportunities for parents and carers to raise questions or discuss the policy.

Parents and carers may request to see the materials used to teach PSHE. Requests can be made through the school office or to the PSHE Lead, Mrs H Drayton. The school will explain how the materials are used and any adaptations made for pupils.

Parents and carers do not have the right to withdraw pupils from Relationships Education, Health Education or National Curriculum science. As Bushfield does not teach sex education beyond statutory science, there is currently no additional sex education from which parents may request withdrawal. If the curriculum changes in future, the school will review this policy and inform parents and carers of the content and applicable rights. (assets.publishing.service.gov.uk)

9. Staff responsibilities

The PSHE Lead coordinates the curriculum, supports staff, keeps the curriculum map under review and reports significant issues or development needs to senior leaders.

The Headteacher ensures statutory requirements are met, appropriate resources and staff support are available, and safeguarding procedures are followed.

All staff teach in line with the curriculum and this policy, model the school values, adapt teaching where needed and report safeguarding concerns promptly.

Governors approve the policy and oversee the school's arrangements for meeting its responsibilities.

10. Assessment and review

Teachers use discussion, observation, pupils' responses and relevant work to check what pupils understand and where they may need further teaching. Assessment informs teaching; it is not used to require pupils to disclose personal information.

The PSHE Lead and senior leaders review the curriculum map, planning and teaching materials to check that the planned curriculum is being delivered and is suitable for pupils. Review may include staff discussion, pupils' responses to learning and parent feedback.

This policy will be reviewed annually and sooner if statutory guidance or the school's curriculum changes. The policy will be made available to parents and carers.

11. Related policies and documents

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- Equality information and objectives
- Science curriculum information

It is informed by the Department for Education's statutory RSHE guidance in force from **1 September 2026**, *Keeping Children Safe in Education 2026*, the National Curriculum for science and the school's Jigsaw curriculum materials. (gov.uk) (gov.uk)

Sources

- Department for Education, *Relationships Education, Relationships and Sex Education and Health Education* (statutory guidance, in force from 1 September 2026).
- Department for Education, *Keeping Children Safe in Education 2026*.