



Limes Farm Infants School & Nursery

PSHE AND RSE POLICY

Ratified by Governors: October 2026

To be reviewed: *October 2027*

Delivery Schemes: myHappymind (Core Scheme) & Jigsaw PSHE (Targeted RSE Plug-in)

Statutory Compliance: DfE Statutory RSHE Guidance (Sept 2026) | KCSIE 2026

PSHE and RSE Policy

1. School Vision and Ethos

At Limes Farm Infant School and Nursery, we are committed to providing a caring, supportive, and safe environment where every child is empowered to thrive emotionally, socially, and academically. Personal, Social, Health and Economic (PSHE) education and Relationships Education are fundamental to our whole-school ethos. We aim to equip our young learners—from Early Years (Nursery and Reception) through to Key Stage 1 (Years 1 and 2)—with the essential life skills, self-regulation tools, emotional resilience, bodily autonomy, and social competencies needed to navigate relationships, understand their feelings, and build lifelong healthy habits.

Our Targeted Dual-Curriculum Model

Limes Farm Infant School and Nursery combines two complementary, evidence-informed frameworks to deliver an exceptional PSHE and RSE curriculum:

- ❖ **myHappymind (Core Weekly Scheme):** Drives the weekly timetable, providing proactive mental health education, self-regulation strategies, resilience training, character strength building, and neuroscience-backed emotional habits.
- ❖ **Jigsaw PSHE (Targeted RSE & Safeguarding Plug-in):** Delivers statutory Relationships Education, bodily autonomy, NSPCC PANTS safety rules, correct scientific anatomy, and personal protection at targeted points in the academic year.

2. Statutory Status and Legislative Framework

CaThis policy complies with Department for Education (DfE) statutory guidance issued under Section 34 of the Children and Social Work Act 2017, Section 80A of the Education Act 2002, and Section 403 of the Education Act 1996. Relationships Education and Health Education are compulsory for all primary-phase schools in England, fully aligned with the statutory RSHE requirements.

This policy has been written in full accordance with key legislative and statutory guidance, including:

- DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.
- Statutory Framework for the Early Years Foundation Stage (EYFS) — specifically Personal, Social and Emotional Development (PSED).
- Keeping Children Safe in Education (KCSIE) — safeguarding and child protection integration.
- Equality Act 2010 and the Public Sector Equality Duty — ensuring full accessibility and inclusion for all pupils.
- National Curriculum in England — Key Stage 1 Science framework.

3. Curriculum Architecture and Scheme Integration

Scheme	Role in Curriculum	Core Modules / Targeted Puzzles Covered
myHappymind	Core Weekly Driver: Taught consistently across every term to establish mental wellbeing habits, emotional self-regulation, resilience, and positive mindsets	1. Meet Your Brain (Neuroscience, Amygdala, Prefrontal Cortex & 'Happy Breathing') 2. Celebrate (Character Strengths & Self-Esteem) 3. Appreciate (Gratitude & Mindset) 4. Relate (Empathy & Communication) 5. Engage (Goal Setting & Perseverance) 6. Ready to Shine / Transition (EYFS & KS1 Transition)
Jigsaw	Targeted RSE Plug-in: Taught in focused blocks during Autumn 2, Summer 1, and Summer 2 to fulfill statutory RSE, body autonomy, and safeguarding requirements	1. Celebrating Difference (Puzzle 2, Piece 3): Diverse Family Structures & Inclusivity 2. Relationships (Puzzle 5, Pieces 1, 2, 4, 5): Boundaries, Physical Contact, Secrets vs.

		Surprises, NSPCC PANTS Rule, & 5 Trusted Adults 3. Changing Me (Puzzle 6, Pieces 1 & 3): Growth, Scientific Body Naming (<i>penis, vulva</i>), and Bodily Privacy
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3.1. myHappymind Curriculum Framework (Core Scheme)

myHappymind is an NHS-backed, evidence-based program grounded in positive psychology and neuroscience. It provides children with a practical understanding of brain function to support self-regulation and emotional resilience:

- ❖ Meet Your Brain: Children learn how the Amygdala, Hippocampus, and Prefrontal Cortex work together, and practice calming strategies such as 'Happy Breathing'.
- ❖ Celebrate: Pupils discover their unique character strengths to build self-esteem and value individual differences.
- ❖ Appreciate: Developing gratitude practices, positive mindsets, and emotional regulation skills.
- ❖ Relate: Building empathy, active listening, and healthy communication in social relationships.
- ❖ Engage: Establishing positive goals, developing perseverance, and building coping mechanisms for challenge and change.
- ❖ Ready to Shine / Transition: Reflecting on personal growth, celebrating achievements, and building emotional confidence for moving up to the next year group.

3.2 Jigsaw PSHE Curriculum Framework (Targeted RSE & Safeguarding Plug-in)

Rather than running Jigsaw as a standalone year-round scheme—which would duplicate mental health themes already covered by myHappymind—Limes Farm Infant School and Nursery utilizes targeted Jigsaw units ("Puzzles") and lessons ("Pieces") to deliver statutory Relationships Education, safeguarding, and bodily autonomy:

- ❖ Autumn 2 — Celebrating Difference (Puzzle 2, Piece 3): Focuses on family structures, recognizing that all families are different and special (including single parents, foster carers, same-sex parents, and grandparents).
- ❖ Summer 1 — Relationships & Safeguarding (Puzzle 5, Pieces 1, 2, 4 & 5): Covers personal space boundaries, acceptable vs. unacceptable touch, safe vs. unsafe secrets, the NSPCC 'PANTS' rule (*Privates are private*), and identifying 5 trusted adults.
- ❖ Summer 2 — Changing Me & Body Science (Puzzle 6, Pieces 1 & 3): Focuses on growth, bodily privacy, personal hygiene, and correct scientific anatomical naming of external body parts (*penis* and *vulva*).

4. Nursery and Early Years Foundation Stage (EYFS) Provision

In our Nursery and Reception classes, PSHE and Relationships Education are fully integrated into the Early Years Foundation Stage Statutory Framework, specifically within the prime area of Personal, Social and Emotional Development (PSED).

Children are supported to achieve the Early Learning Goals (ELGs) across three core areas:

- ❖ Self-Regulation: Identifying and expressing feelings, managing impulses, and developing focus using myHappymind brain strategies and 'Happy Breathing'.
- ❖ Managing Self: Developing confidence, independence in personal hygiene, healthy routines, and understanding classroom boundaries and rules.
- ❖ Building Relationships: Forming positive friendships, playing cooperatively, sharing, taking turns, and showing empathy for peers.

Provision is delivered through a balanced combination of explicit, teacher-led circle times (utilizing myHappymind EYFS modules, the Ready to Shine transition unit, and targeted Jigsaw EYFS Puzzles 2, 5, and 6) alongside continuous, child-initiated play.

5. Clarification on Sex Education and Parental Right to Withdraw

Under DfE statutory guidance, Relationships Education and Health Education are compulsory subjects for all primary-phase pupils in England.

- ❖ Non-Statutory Sex Education: As an infant and nursery school catering for children aged 3 to 7, Limes Farm Infant School and Nursery DOES NOT teach non-statutory sex education (such as human reproduction or conception).
- ❖ Relationships & Health Education (Statutory): Parents and carers DO NOT have the right to withdraw their child from Relationships Education, Health Education, or statutory elements of the Key Stage 1 Science curriculum.
- ❖ Biological Growth & Body Parts: Any instruction regarding human growth, hygiene, and the naming of external body parts forms part of compulsory statutory Health Education and the Key Stage 1 Science curriculum.

6. Subject Content and Statutory Learning Outcomes

By the end of Key Stage 1 (Year 2), pupils at Limes Farm Infant School and Nursery will have covered statutory learning outcomes across seven primary domains:

Domain / Subject Area	Statutory Key Learning Outcomes (KS1)
Families & People Who Care for Me	• Understanding that families offer love, security, and stability. • Recognising that family structures vary (e.g. single parents, same-sex parents, grandparents, foster carers) and that all loving families are valued. • Knowing how to seek help if family relationships make them feel unsafe or unhappy.

Caring Friendships	• Understanding the qualities of a positive friendship (kindness, listening, sharing, honesty). • Recognising when a friendship is causing unhappiness and learning how to resolve simple disagreements peacefully. • Identifying trusted adults and knowing how to ask for help when needed.
Respectful Relationships	• Understanding the importance of respect, politeness, and good manners in daily life. • Valuing diversity and treating everyone with equal respect regardless of background. • Understanding personal space, healthy boundaries, and respecting others & wishes.
Online Safety & Digital Wellbeing	• Recognising that the internet can be enjoyable and useful, but requires clear safety rules. • Understanding that people online may not be who they claim to be. • Learning simple digital safety rules, balancing screen time, keeping personal information private, and reporting anything unsettling to a trusted adult.
Being Safe & Body Autonomy	• Knowing the difference between appropriate and inappropriate physical contact and personal space. • Understanding safe vs. unsafe secrets, bodily autonomy, and the 'PANTS' rule (Underwear Rule). • Learning practical physical safety rules for road, railway, water, and fire

	hazards, and how to contact emergency services (999).
Mental Wellbeing & Resilience	• Naming and articulating a wide range of everyday emotions (e.g. happiness, frustration, worry, sadness). • Using myHappyMind strategies and calming techniques to self-regulate when feeling overwhelmed. • Understanding that feelings come and go, and recognising the link between exercise, sleep, play, and mental wellbeing.
Physical Health, Hygiene & Safety	• Understanding essential personal hygiene habits (hand washing, dental care, preventing germ spread). • Identifying healthy choices regarding food, rest, and physical activity. • Developing basic safety awareness around medicines, household items, and hazardous substances.

7. Safeguarding, Body Autonomy, Anatomical Accuracy and Disclosures

PSHE and RSE are central to our proactive safeguarding and child protection framework. In line with Keeping Children Safe in Education (KCSIE) and national best practice:

- ❖ **Anatomical Accuracy:** Pupils in Key Stage 1 are taught the correct scientific names for external body parts (including genitalia—specifically penis and vulva during the Summer term ‘Changing Me’ jigsaw unit).
- ❖ **Safeguarding Rationale:** Teaching accurate terminology is a critical safeguarding measure. It provides young children with the vocabulary required to describe their bodies, understand bodily autonomy, identify inappropriate contact, and report concerns clearly.

- ❖ **Personal Boundaries & Safety:** Children learn about the NSPCC 'PANTS' rule (Underwear Rule), safe vs. unsafe secrets, and identifying trusted adults both inside and outside of school.
- ❖ **Safeguarding Disclosures:** Staff establish clear ground rules (e.g. mutual respect, listening, appropriate language) during lessons. If a child makes a disclosure, staff must immediately follow the school's Child Protection and Safeguarding Policy, reporting the matter to the Designated Safeguarding Lead (DSL) via CPOMS.

8. Equality, Diversity, Inclusion and Accessibility (SEND)

Limes Farm Infant School and Nursery is an inclusive school community. In accordance with the Equality Act 2010 and the Public Sector Equality Duty, we ensure that our PSHE and RSE curriculum is accessible to all pupils regardless of gender, race, disability, religion or belief, special educational needs, or family structure.

- ❖ **SEND Provisions:** High expectations are maintained for all learners. Lessons are differentiated, scaffolded, and supported using visual tools, sensory resources, myHappymind SEN adaptations, and Jigsaw inclusive materials to ensure full participation for children with SEND.
- ❖ **Diverse Family Structures:** Relationships Education is delivered with sensitivity. Children are taught that loving families take many forms (including single parents, same-sex parents, grandparents, step- parents, and foster families) and that all families deserve equal respect.

9. Parent and Carer Partnership and Consultation

We recognise that parents and carers are the primary educators of their children regarding personal development and relationships. We foster a collaborative partnership through:

- ❖ **Policy Consultation:** Consulting with parents on policy updates and curriculum content.
- ❖ **Curriculum Overviews:** Sharing termly curriculum overviews for myHappymind modules and Jigsaw puzzles via the school website.

- ❖ Home Learning Integration: Providing access to the myHappymind Parent App, enabling families to reinforce brain science, emotional regulation techniques, and breathing exercises at home.
- ❖ Resource Transparency: All teaching resources are available for parental inspection upon request.

10. Roles and Responsibilities

The Governing Body

- ❖ Approves the PSHE and RSE policy and monitors implementation, quality, and statutory compliance.
- ❖ Ensures the school fulfils its legal duties under DfE guidance, KCSIE, and the Equality Act 2010.

The Headteacher and PSHE/RSE Lead

- ❖ Oversee the strategic implementation, resourcing, staff training, and quality assurance of the curriculum.
- ❖ Monitor progression across Nursery, EYFS, and Key Stage 1.
- ❖ Lead parental consultation and address queries regarding curriculum content.

Teaching and Early Years Staff

- ❖ Deliver high-quality, sequential lessons using myHappymind and Jigsaw frameworks.
- ❖ Establish safe classroom learning environments and handle disclosures in line with safeguarding procedures.
- ❖ Model positive relationships, emotional regulation, and inclusive practice daily.

Parents and Carers

- ❖ Partner with the school to support their child's social, emotional, and physical development.
- ❖ Engage with parental consultation opportunities and home-learning tools.

11. Monitoring, Assessment and Policy Review

- ❖ **Assessment:** Assessment in PSHE and RSE is formative and pupil-centred. Staff evaluate emotional literacy, self-regulation, and understanding through observations, class discussions, & myHappymind Journal reflections (Key Stage 1), pupil voice, and myHappymind strategies.
- ❖ **Monitoring:** The PSHE/RSE Subject Leader and Senior Leadership Team conduct regular learning walks, book looks and pupil voice.
- ❖ **Policy Review Cycle:** This policy is reviewed annually by the Subject Lead, Headteacher, and Governing Body to maintain full alignment with national statutory revisions and community needs.

Headteacher Signature: _____	Chair of Governors Signature: _____
Date:	Date:

