



PSHE POLICY

Nursery to Year 2

A nurturing curriculum for healthy, safe, confident and compassionate children

“Children learn best when they feel safe, understood, connected and ready to grow.”

BELONG • CONNECT • GROW

Policy owner	Jemima Bellamy PSHE Subject Leader
Responsible leader	Headteacher and Mental Health Lead
Curriculum programme	Jigsaw, the mindful approach to PSHE
Approved by	Curriculum and Standards Committee
Approval date	September 2026
Review date	September 2027, or sooner if statutory guidance changes
Read alongside	RSE, Safeguarding and Child Protection, Behaviour, Anti-Bullying, SEND and Inclusion, Equality, Mental Health and Wellbeing and Online Safety policies

1 Purpose vision and principles

At Broomhill Infant School, PSHE is rooted in Nature, Nurture and Knowledge. Children learn best when they feel safe, connected and valued. Our curriculum therefore combines carefully sequenced knowledge with warm relationships, predictable routines, emotional coaching and responsive support. We want every child to understand themselves, build healthy relationships, stay safe, care for their body and mind, contribute to their community and know how to seek help.

Jigsaw provides the structure and progression for our taught PSHE curriculum. Our nurturing approach enables children to live and apply that learning throughout the day. ELSA and wider pastoral provision provide timely, focused support when universal teaching alone is not enough.

Aims for our pupils

- Develop a secure sense of belonging, self-worth and identity.
- Recognise, name and manage emotions using safe, taught strategies.
- Build kind, respectful relationships and repair difficulties with support.
- Understand boundaries, consent, privacy, trusted adults and how to ask for help.
- Make healthy choices relating to physical health, mental wellbeing, sleep, food, movement and hygiene.
- Recognise risk, including age-appropriate online risk, and make safer decisions.
- Respect difference, challenge stereotypes and understand that families and communities are diverse.
- Develop resilience, aspiration, independence, responsibility and an age-appropriate understanding of money.
- Participate, express views and contribute positively to school and the wider community.

2 Statutory context and curriculum entitlement

This policy reflects the Early Years Foundation Stage statutory framework and the revised statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, which came into effect on 1 September 2026. Relationships Education and Health Education are statutory in primary schools. PSHE also supports safeguarding, equality duties, spiritual, moral, social and cultural development, fundamental British values and preparation for life in modern Britain.

The school teaches age-appropriate Relationships and Health Education through Jigsaw and the wider curriculum. Any additional non-statutory sex education is set out in the school RSE policy. Parents may not withdraw a child from statutory Relationships Education, Health Education or National Curriculum science. The school consults families about RSE policy and curriculum content and explains the limited right of withdrawal from any non-statutory sex education.

EYFS and KS1 entitlement

Phase	Main entitlement	Typical emphasis
Nursery	PSED, Communication and Language, Physical Development and Understanding the World through relationships, routines, play and direct teaching.	Attachment and belonging; naming feelings; turn-taking; self-care; safe boundaries; similarities and differences; confidence to communicate needs and seek help.
Reception	PSED and the wider EYFS curriculum, aligned with Jigsaw and preparation for statutory Relationships and Health Education.	Self-regulation; managing self; building relationships; healthy routines; privacy and trusted adults; cooperation; resilience; change and transition.
Years 1 and 2	Statutory Relationships Education and Health Education within a broad PSHE curriculum.	Families and people who care; caring friendships; respectful relationships; online relationships; being safe; mental wellbeing; physical health and fitness; healthy eating; drugs, alcohol and tobacco at an age-appropriate level; health prevention; basic first aid; changing bodies; economic wellbeing and citizenship.

3 Our nurturing approach

Nurture is the way we build readiness for learning, not a separate activity. Adults understand behaviour as communication and respond with curiosity, co-regulation, clear boundaries and consistent care. Relationships are deliberately built through welcome, attunement, play, shared language, predictable routines and repair after difficulty.

Universal nurture for every child

- Every child is known well and greeted as an important member of the class and school community.
- Adults model calm communication, emotional vocabulary, empathy, respectful disagreement and safe problem-solving.
- Jigsaw lessons, class charters, assemblies and daily interactions use a shared language of belonging, feelings, choices, safety and relationships.
- Calm Zones, the Nest, Blossoms and other safe spaces support regulation without becoming exclusion from learning.
- Zones of Regulation, mindfulness, stories, play, movement, outdoor learning and sensory experiences help children notice and respond to body signals and emotions.
- Restorative conversations help children understand impact, repair relationships and return successfully to the group.
- Animal-assisted work with Jack, nurture, play-based approaches and carefully planned transitions strengthen connection and confidence where appropriate.

Targeted and individual support

Some children need additional, time-limited or personalised help because of bereavement, anxiety, family change, friendship difficulties, trauma, communication needs, neurodivergence, medical needs or other barriers. Support may include ELSA, nurture, social stories, therapeutic play, Lego Therapy, Six Bricks, Zones work, Intensive Interaction, Attention Autism, animal-assisted sessions or liaison with external services. Provision follows assessment of need, is recorded appropriately, involves families

where suitable and is reviewed for impact. It does not replace safeguarding action or specialist mental health care.

4 ELSA emotional literacy support

ELSA is a valued part of Broomhill's graduated pastoral offer. A trained Emotional Literacy Support Assistant works under educational psychology-informed principles to help children understand and manage specific social and emotional needs. ELSA is a planned intervention, not informal counselling or a substitute for therapy.

- Referral is based on a clearly identified need and a small number of achievable outcomes.
- An initial conversation and baseline establish what the child can already do and what support is required.
- Sessions provide a predictable, emotionally safe relationship and may address emotional vocabulary, self-esteem, anxiety, bereavement, friendship, social skills, anger or transition.
- Learning is practised beyond the session through agreed strategies shared with relevant adults.
- Progress is reviewed using child voice, adult observation and the intended outcomes; support is adapted, concluded or escalated as appropriate.
- Concerns suggesting harm, significant mental ill health or unmet specialist need are passed promptly to the DSL, Mental Health Lead, SENDCo or external professionals through the appropriate route.

5 Jigsaw the mindful approach to PSHE

Jigsaw is the planned spine of our PSHE curriculum from Nursery to Year 2. It brings together PSHE, statutory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. All year groups explore the same Puzzle at the same point in the year, with age-appropriate progression. Each Piece combines a knowledge objective with a social and emotional objective, using consistent routines that support safety and participation.

Term	Jigsaw Puzzle	Broomhill curriculum focus
Autumn 1	Being Me in My World	Belonging, rights and responsibilities, class charters, choices, learning behaviours and contribution.
Autumn 2	Celebrating Difference	Similarity and difference, families, identity, stereotypes, respectful language, bullying and how to get help.
Spring 1	Dreams and Goals	Strengths, aspirations, manageable goals, perseverance, teamwork, feedback and celebrating progress.
Spring 2	Healthy Me	Physical and mental health, food, movement, sleep, hygiene, medicines and substances, safety and self-care.
Summer 1	Relationships	Families and people who care, friendship, boundaries, conflict, communication, consent, online relationships and help-seeking.
Summer 2	Changing Me	Life cycles, growing and change, correct body-part vocabulary, privacy, transition and managing feelings about change.

Teachers use the current Jigsaw materials alongside the school progression document and statutory guidance. Lessons are adapted to the age, development, SEND profile and lived experience of the class

without removing essential knowledge. Sensitive content is taught accurately and inclusively, and no child is asked to disclose personal experience.

6 Teaching and learning

- Create a safe learning agreement, remind children that adults cannot promise confidentiality and identify trusted adults.
- Begin from what children know, explicitly teach vocabulary and revisit knowledge over time.
- Use stories, puppets, images, role play, talk partners, play and real-life scenarios that are suitable for infant children.
- Include the Jigsaw Calm Me practice and other brief regulation strategies where these support readiness and reflection.
- Use distancing techniques such as fictional characters and scenarios for sensitive or personal themes.
- Teach concrete protective behaviours: body ownership, privacy, safe and unsafe touch, saying no, moving away, telling a trusted adult and continuing to tell until helped.
- Teach online safety in age-appropriate ways, including trusted-adult involvement, permission before sharing images or information, kindness online and what to do if something feels worrying.
- Use accurate, inclusive language and representative resources that reflect different families, cultures, faiths, disabilities and identities.

Continuous provision and everyday application

PSHE is taught explicitly and lived throughout continuous provision from Nursery to Year 2. Adults plan opportunities for collaboration, turn-taking, negotiation, leadership, caring for living things, managing risk, resolving conflict and expressing ideas. Home corners, small world play, construction, games, outdoor learning, books, role play and class responsibilities provide authentic contexts. Adults observe, model, coach and gradually reduce support so children apply strategies independently.

7 Mental health and wellbeing

The Headteacher is the school Mental Health Lead. Broomhill promotes mental wellbeing through relationships, belonging, emotional literacy, movement, outdoor experiences, mindfulness, Jigsaw, ELSA, nurture and accessible routes to help. Children learn that all emotions are valid, while not all actions are safe or helpful. Staff notice changes in presentation, listen without judgement and respond early.

Support is graduated. Universal provision is available to all; targeted support responds to identified needs; specialist referrals are made when needs are persistent, severe or beyond the school's expertise. Safeguarding and mental health concerns can overlap, and staff follow the Safeguarding and Child Protection Policy whenever a child may be at risk of harm.

8 Safeguarding sensitive issues and confidentiality

PSHE may prompt questions or disclosures. Staff follow safeguarding procedures immediately, record concerns on CPOMS and consult the DSL. Children are taught that adults will listen and help but cannot keep a secret when someone may be unsafe. Questions are answered honestly, briefly and in an age-appropriate way; staff may defer a question so they can check facts, safeguarding implications or the most suitable response. Teaching avoids shock, fear, victim-blaming and unnecessary detail.

9 Inclusion equality and belonging

Every child is entitled to a relevant and accessible PSHE education. Teaching complies with the Equality Act 2010 and fosters respect for protected characteristics in an age-appropriate way. Difference is presented positively and stereotypes are challenged. Staff consider communication, sensory, cognitive, physical, medical and emotional needs and adapt access through Makaton, Widgit, objects of reference, visual supports, pre-teaching, social stories, reduced language, additional processing time and repeated practice.

Children with SEND may need more explicit and repeated teaching about relationships, boundaries, privacy, consent, online safety, exploitation and help-seeking. Adaptation must not dilute essential protective knowledge. Individual plans and EHCP provision are followed, and liaison with families and professionals supports consistency.

10 Fundamental British values and citizenship

Value	How it is developed at Broomhill
Democracy	Pupil voice, class decisions, School Council, listening to different views, fair voting and contributing to school improvement.
Rule of law	Class charters, clear boundaries, reasons for rules, rights and responsibilities, consequences, safety and restorative repair.
Individual liberty	Making choices, expressing views, body autonomy, recognising strengths, asking for help and understanding that freedom includes responsibility.
Mutual respect and tolerance	Learning about diverse families, cultures, faiths and identities; challenging prejudice and stereotypes; inclusive books, visitors, assemblies and curriculum experiences.

11 Assessment and evidence

Assessment identifies what children know, understand and can apply; it does not grade personal feelings, family circumstances or compliance. Teachers use discussion, observation, scenarios, role play, pupil voice, floor books, class outcomes and Jigsaw assessment materials. Judgements consider whether pupils can recall protective knowledge, use vocabulary, explain choices and seek help. Evidence is proportionate and respectful of confidentiality.

12 Partnership with parents carers and the community

Parents and carers are important partners. The school shares curriculum information, explains sensitive content, consults on RSE policy and responds openly to questions. Families may contribute experiences and celebrations, and school signposts support where appropriate. Teaching remains inclusive of children whose family experience differs from the examples discussed. Visitors and external agencies enrich learning only when the school has checked their suitability, materials and safeguarding arrangements; teachers retain responsibility for the lesson.

13 Leadership responsibilities and monitoring

- The headteacher and governors ensure statutory duties are met and the curriculum is resourced, inclusive and safeguarded.
- The PSHE subject leader maintains progression, checks Jigsaw coverage, supports staff, quality assures resources and monitors implementation and impact.
- The Mental Health Lead coordinates the whole-school approach and routes to graduated support.
- The SENDCo supports appropriate adaptation and provision for pupils with SEND.
- Teachers establish safe classrooms, teach agreed content, respond to questions, assess learning and report concerns.
- ELSA and pastoral staff deliver planned support within their training, record and review outcomes, and escalate concerns appropriately.

Monitoring includes curriculum and planning review, lesson visits, floor books, pupil and staff voice, Jigsaw assessment, provision mapping, safeguarding themes and evaluation of outcomes for identified groups. Leaders use findings to improve curriculum, training and support.

14 Key guidance

- **Department for Education:** Relationships Education, RSE and Health Education statutory guidance, effective September 2026
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- **Department for Education:** Early years foundation stage statutory framework
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Department for Education:** Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Department for Education:** Mental health and behaviour in schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- **PSHE Association:** Programme of Study for PSHE Education
<https://pshe-association.org.uk/>

15 Terminology and useful reference points

Term	Meaning within this policy
PSHE	Personal, Social, Health and Economic Education.
RHE	Statutory Relationships Education and Health Education in primary school.
RSE	Relationships and Sex Education; primary schools must teach Relationships Education and may teach additional age-appropriate sex education.
ELSA	A trained Emotional Literacy Support Assistant delivering planned, outcome-focused support.
Nurture	A relational approach that develops safety, belonging, regulation, communication and readiness to learn.
Jigsaw	The school's mindful, progressive PSHE curriculum programme.

16 Annual implementation questions

Review prompt	RAG or note
Is Jigsaw taught consistently, meeting statutory requirements and remaining accessible to all groups, including pupils with SEND?	
Is nurture visible in routines, relationships, language, environment and responses to behaviour?	
Are ELSA referrals outcome-focused, reviewed and connected to classroom strategies?	
Can children identify trusted adults and explain age-appropriate ways to stay safe and seek help?	

17 Review record

Review date	Reviewed by	Key amendments

EVERY CHILD BELONGS • Every child • Every day • Every opportunity