



Rednal Hill Infant School Approach to PSHE and RHE

Intent

At Rednal Hill Infant School, we aim to support every child to become a happy, confident, reflective and caring individual. The Relationships and Health Education (RHE) curriculum is delivered using the **Jigsaw PSHE scheme**, where we nurture children's personal development, emotional wellbeing and social understanding from Nursery through to Year 2.

Our intent is to provide a progressive, child-centred curriculum that enables pupils to:

Develop self-awareness and confidence, build positive relationships, understand and manage emotions, recognise how to stay safe and healthy and develop a sense of belonging and community.

Implementation

Curriculum Design: PSHE is taught weekly from Reception to Year 2 using Jigsaw PSHE

- It fully aligns the Relationships and Health Education curriculum (reviewed by the DfE in 2025) which is statutory for schools in England from September 2026.
- Jigsaw is a spiral curriculum which has six key themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me.

Approach: Each lesson follows the Jigsaw structure – Connect Us, Calm Me, Open My Mind, Tell Me/Show Me, Let Me Learn, Help Me Reflect.

Enrichment: PSHE is reinforced through themed weeks such as Anti-Bullying Week, Mental Health Awareness Week and termly assemblies following the Key themes and weekly assemblies around our School Values.

Recording: Evidence is captured in 'Our World and Me' floor books.

Assessment

- Assessment for Learning is used to shape retrieval focus. Feedback and key questions are used to target small gaps in learning.
- Pupil Book Studies (Alex Bedford) are used to assess long term memory recall
- Links are made across subjects — for example, online safety in Computing and respect and belonging in Religious Studies.
- We use end of Unit assessment activities to evaluate learning and to support next steps.

Impact

- Pupils show empathy, respect and resilience, demonstrating School Values in and outside of school.
- Confidence, wellbeing and relationships improve over time, seen in pupil voice and behaviour in classrooms.
- Children are reflective individuals and are able to articulate how they feel and how they would react in situations.

Inclusion

- High repetition within and between sessions support transference to the long term memory.
- Scaffolds are given to support children in the moment.

- The spiral curriculum allows content to be secure, and retrieve knowledge before new learning takes place.
- Children's voice and opinions are captured which allows all pupils to contribute and reflect during the lesson.