



Suppose, Imagine, Succeed

STUDLEY
Infants' School

PSHE (Personal, Social, Health Education) Policy
(including Relationships and Health Education statutory from September 2020)

Name of school	Studley Infants' School
Date of policy	July 2022
Member of staff responsible	Beccy Merritt
Review date	July 2025

1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2. PSHE

At Studley Infants' School, we use the **My Happy Mind** programme as our core PSHE curriculum. It is a mental health and well-being scheme that supports children in developing a **positive sense of self**, emotional literacy, resilience, and healthy relationships.

My Happy Mind is built on the principles of **positive psychology** and **neuroscience**, helping children understand how their brains work and how to manage their thoughts and emotions effectively.

The programme is structured around five key modules:

1. **Meet Your Brain** – Understanding brain function and emotional regulation.
2. **Celebrate** – Building self-esteem and recognising character strengths.
3. **Appreciate** – Practising gratitude to promote positivity.
4. **Relate** – Developing empathy, kindness, and strong relationships.
5. **Engage** – Setting goals and developing a growth mindset.

Through weekly sessions, interactive activities, and daily habits such as gratitude reflections, the scheme embeds a consistent, whole-school approach to mental health and well-being. It also supports statutory Relationships and Health Education (RHE) requirements and aligns with our expectation of Be Ready, Be Respectful and Be Safe.

By teaching children to understand and manage their emotions, **My Happy Mind** helps to create a **calm, supportive, and resilient school community** where all children can thrive

My Happy Mind supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

3. Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

Here, at Studley Infants’ School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

4. PSHE Overview

Please see Annex A

At Studley Infants’ School we allocate an hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

5. Relationships Education

What does the DfE statutory guidance expect children to know by the end of KS1?

By the end of Key Stage 1 (KS1), the DfE statutory guidance for Relationships Education expects children to understand basic concepts about families, friendships, and healthy relationships. This includes learning about different types of families, the importance of kindness, respect, and honesty in relationships, and how to seek help if they feel unsafe. While sex education is not mandatory at this stage, schools can choose to introduce it, focusing on appropriate terminology for body parts and preparing children for puberty, particularly for girls who may begin menstruation early.

Health Education

What does the DfE statutory guidance expect children to know by the end of KS1?

By the end of Key Stage 1 (KS1), the DfE statutory guidance on health education expects children to understand the basics of a healthy lifestyle, including physical activity and healthy eating, and to recognize that feelings are a normal part of life. They should also be able to identify and talk about their emotions, understand the importance of friendships, and know about online safety.

6. Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

It is the responsibility of the Head Teacher / PHSE subject leader to oversee and organise the monitoring and evaluation of PHSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PHSE programme will be treated as a subject and will be monitored on a regular basis.

7. Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Studley Infants' School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review July 2025	B Merritt	
Date of next review:		

July 2026		
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My Happy Mind in Reception

My Happy Mind in EYFS follows the half-termly of progression of; Meet Your Brain, Celebrate, Appreciate, Relate, Engage and Final Overview.

See below how My Happy Mind links with the Development Matters Framework and the Early Learning Goals.

Development Matters - PSED

Children in reception will;

- See themselves as a valuable individual. (Celebrate)
- Build constructive and respectful relationships. (Relate)
- Express their feelings and consider the feelings of others. (Meet your Brain, Relate)
- Show resilience and perseverance in the face of challenge. (Engage)
- Identify and moderate their own feelings socially and emotionally. (Meet your Brain)
- Think about the perspectives of others. (Relate)
- Manage their own needs: Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity.- healthy eating. - toothbrushing.- sensible amounts of 'screen time'. - having a good sleep routine.- being a safe pedestrian.

Early Learning Goals -PSED

Self-Regulation ELG

Children will;

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;- Meet Your Brain
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;- Engage
- 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.- Relate

Managing Self ELG

Children will;

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;- Engage
- Explain the reasons for rules, know right from wrong and try to behave accordingly;- Relate
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

Children will;

- Work and play cooperatively and take turns with others;- Relate, Meet Your Brain
- Form positive attachments to adults and friendships with peers;- Relate
- Show sensitivity to their own and to others' needs. - Meet Your Brain, Relate

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Happy Mind – Meet Your Brain Where our brain is in our bodies and what it looks like. That our brain helps us to control our body, manage our emotions and solve problems. That our brain has three main parts, and it works best when they work together. The 3 parts are Team H-A-P - Hippocampus, Amygdala and Prefrontal Cortex. That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. That if we want to improve at something, we need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.	My Happy Mind – Celebrate What character strengths are and how they make us unique and special. About the five character strengths and what they mean. 1. Love and Kindness 2. Bravery and Honesty 3. Exploring and Learning 4. Teamwork and Friendship 5. Love of life and our world How to notice our character strengths. That our strengths are like superpowers and when we use them we feel happy and at our best. That it is nice to tell people when they use their strengths as it makes others feel good.	My Happy Mind – Appreciate What appreciation means. What types of things we appreciate and how to show appreciation. That we can appreciate others, experiences and ourselves as opposed to just material things. We will explore categories of appreciation via the Wheel of Gratitude. How to develop an Attitude of Gratitude. That making others feel good makes us feel good too. How Happy Breathing reminds us to appreciate the things we might forget. How to practice gratitude over and over and that this will make our brains learn to appreciate things and people more. Why when we give and receive gratitude, Team H-A-P can work together better.	My Happy Mind – Relate To get along with another person and that we can relate to family, friends and teachers in different ways. How our character strengths help us to get along with others. That it is okay that we are all different. What Active Listening is. What ‘Stop, Understand and Consider’ means and think about how this can help us with friendship issues. That Happy Breathing can help us with big emotions that can come from disagreements.	My Happy Mind – Engage What engage means and how we engage in our hobbies and the world around us. When we engage we feel happy and can do the activity better. That we can set goals; sometimes these can be to do with learning and other times to do with a hobby. How to set a class goal using the 3 steps. That setting goals makes Team H-A-P happy. How we do not always achieve our goals but trying helps us learn something new. That just because we cannot do something straight away, it doesn’t mean we cannot do it in the future.	My Happy Mind – Overview

Year 2	My Happy Mind – Meet Your Brain More about how our brain looks and that it is fully grown (physically) by age six. That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes them to flight, fight or freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P. That when we learn something new, our brain remembers it and grows. Children will learn about Neuroplasticity and think of examples of how they can use it to help them. How they can use Happy Breathing to help Team H-A-P work as a team and how it can help with Neuroplasticity.	My Happy Mind – Celebrate Learn about the character strengths in greater detail and examples of the strengths in action. That how we can use our character strengths to be our best selves and that we all have a unique set of strengths. What Neuroplasticity is and how we can grow our strengths if we practice using them. How to recognise strengths in ourselves. Reflecting on which strengths we would like to use more and grow.	My Happy Mind – Appreciate That being thankful or having gratitude are other words for appreciating. Exploring the Wheel of Gratitude and how all parts are important - ourselves, others and experiences. That when we show gratitude to someone, it makes them feel good. When we make someone feel good, it makes us feel good too. That Team H-A-P like when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and how to use Happy Breathing during these reflections.	My Happy Mind – Relate That we relate to different people in different ways. People relate differently to others. How our character strengths help us to get along with people. Different people react differently, and this is okay. How to spot the characteristics of a good friend and recognise this in ourselves. How to Actively Listen and why this helps us to get along with others. What happened when we don't actively listen and the impact this can have. That Active Listening requires all parts of Team H-A-P to work together. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help to keep us calm when facing friendship issues.	My Happy Mind – Engage When we feel good, we do good. Goal setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The three steps to set a goal and practice setting goals as a class. How Happy Breathing can help when goals are tricky.	My Happy Mind – Overview
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