

# Durham Dales Partnership

Butterknowle, Frosterley, Hamsterley,  
St John's Chapel, Wearhead & Woodland  
Primary Schools



## Relationships Education, Relationships and Sex Education & Health Education Policy (RSHE)

Written:	November 2025
Reviewed:	
To be reviewed:	September 2026

**Updated in line with current DfE RSHE statutory guidance 2025.**

It is a legal obligation for a school to consult with parents and carers when developing and reviewing this policy.

We want to ensure our parents understand how RSHE supports the wellbeing of all children. We recognise how valuable parental insight can be in allowing us to shape the curriculum to meet the needs of all our pupils, allowing us to make informed decisions on subject content and timeliness.

This policy, as part of the full policy review process, will be shared for consultation with our parents/carers and other stakeholders, to help us ensure the policy meets statutory compliance and the needs of the school community it serves.

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## Primary Relationships, Sex Education & Health Education Policy Guidance

### 1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025)
- Keeping children safe in education (KCSIE) (DfE, 2025). keeping-children-safe-in-education.
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) National curriculum in England: science programmes of study - GOV.UK

- Protected characteristics and separation by sex on school inspections (Department of Education, 2025)

This policy should be read in conjunction with:

- Online safety Policy (see DCC template)
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours) See DCC template.
- Equality and Inclusion Policy
- PSHE Policy (including the Physical and Mental Wellbeing requirements of the statutory guidance and the wider non statutory elements)
- Personal Development (strong links must be evident with all PD areas)
- Promoting Mental Health and Resilience Policy
- Drugs and Alcohol Policy

**2. The seven guiding principles for relationships, sex and health education** from the statutory guidance help us form the high quality RSHE provision in this school.

As a school we keep the following key principles in mind:

- A. Engagement with pupils.
- B. Engagement and transparency with parents.
- C. Positivity.
- D. Careful sequencing.
- E. Relevant and responsive.
- F. Skilled delivery of participative education.
- G. Whole school approach.

Further detail can be found in appendix two.

**3. Our School Context, meeting the needs of the pupils, parents and the community**

The Durham Dales Partnership, made up of six small rural primary schools, provides a broad and balanced curriculum that is carefully planned to meet the needs of all pupils. Safeguarding our pupils is of the highest priority, and we recognise that the RSHE curriculum may need to be responsive to emerging needs or immediate concerns. In such cases, the school will inform parents and carers.

At the time of writing this policy, the most commonly reported crimes in our local area are violence and sexual offences, as well as criminal damage and arson. These issues are addressed within RSE lessons, assemblies, and across the wider curriculum in a safe, age-appropriate, and educational way that focuses on awareness, prevention, and resilience rather than fear.

#### **4. School intent**

- We are committed to providing a safe, welcoming, and stimulating learning environment where every individual is valued and supported.
- Our aim is to nurture the whole child—helping them to become resilient, develop a love of learning, and achieve their full potential in a diverse world.
- We will achieve this by working closely with pupils, parents, staff, governors, and the wider community.

#### **Our RSHE programme aims to prepare pupils for an adult life in which they can:**

- develop positive values and a moral framework that will guide their positive decisions, judgements, and behaviours.
- have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly, including respecting others and behaving responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- understand, recognise and apply skills of seeking permission, refusal and consent.
- communicate and behave in a respectful manner towards people around them, contributing to a shared safe and inclusive environment/community to live.
- challenge discrimination and understand the importance of equality and respect.
- have sufficient information and skills to protect themselves in a variety of harmful situations including staying safe from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

#### **5. The engagement and consultation with relevant stakeholders:**

##### **Parents and carers**

At the Durham Dales Partnership, we aim to communicate with parents in an honest and accessible way to help our school community understand the importance of RSHE for pupils' wellbeing and safety.

We strongly believe in the vital role parents play in developing their children's understanding of relationships. We will engage with parents to ensure they are fully informed about the RSHE provision taught in school. Parents are encouraged to view resources and access links provided on our school website to support their child's learning and development at home—for example, resources from the NSPCC.

At the Durham Dales Partnership, RSHE is delivered through the Jigsaw programme, a mindful, whole-school approach to PSHE. Jigsaw provides a structured, age-appropriate curriculum designed to nurture children's personal development and equip them with essential life skills.

## How We Consult with Parents About RSHE

At the Durham Dales Partnership, we believe that effective Relationships, Sex, and Health Education (RSHE) requires collaboration with pupils, parents, staff, and the wider community. We use a range of strategies to ensure the RSHE curriculum reflects the needs of our pupils and is transparent to families:

### 1. Pupil Voice

- We gather feedback through school councils, focus groups, and draw-and-write exercises. This helps us tailor RSHE content to meet the diverse needs of pupils across our six rural schools.

### 2. Parent and Carer Consultation

- We engage parents and carers through meetings, information sessions, and surveys to share curriculum plans and gather input.
- Parents are regularly informed about RSHE content via our federation newsletters, curriculum newsletters, communication apps, especially when sensitive topics are scheduled.

### 3. Curriculum Review

- RSHE content is reviewed collaboratively with staff, pupils, and parents/carers to ensure it remains relevant, age-appropriate, and aligned with statutory guidance.

### 4. Wider Community Engagement

- We consult with school governors, and where appropriate, faith leaders, to ensure the curriculum reflects community values while meeting legal requirements.

### 5. Policy Approval

- The RSHE policy is developed in consultation with stakeholders, agreed upon, and formally implemented by school governors.

At the Durham Dales Partnership, we want to encourage our parents to be responsible for; -

- Supporting their children's personal, emotional and physical development alongside the support we offer as a school.
- Ensuring that they are aware of curriculum content and when topics will be covered in school by accessing the information provided. We aim to support all our parents and carers to engage in the process.
- Completing school surveys and attending parent sessions when invited.
- Foster an open and supportive home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Contact school if additional support is needed to access school materials, information or policy documentation.

## ***Engagement with pupils***

- An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. Assessment of pupil readiness will take place as part of our continued approach to monitoring the curriculum; this may be within assessment for learning pedagogical approaches in our teaching, and in ensuring pupil voice forms part of our decisions on the timeliness of including particular subject content and the way in which it is taught.

## **6. Our RSHE Programme**

The DfE's statutory requirements means schools must teach Relationships Education. At Durham Dales Partnership, we deliver Relationships, Sex, and Health Education (RSHE) through the Jigsaw programme, a mindful and whole-school approach to PSHE. Jigsaw provides a structured, age-appropriate curriculum designed to nurture children's personal development and equip them with essential life skills.

### **What is Jigsaw and How Does It Work?**

Jigsaw is a comprehensive PSHE education programme for ages 3–11, written by teachers and grounded in sound psychology. It meets all statutory requirements for Relationships and Health Education, and includes Sex Education within the Changing Me Puzzle. Jigsaw combines:

- PSHE Education
- Emotional literacy
- Mindfulness
- Social skills
- Spiritual development

It is delivered as a whole-school approach, with all year groups working on the same theme (Puzzle) at the same time, at their own level. There are six Puzzles (half-term units), and each year group has one lesson per week, taught in an age- and stage-appropriate way.

### **Key Features of Jigsaw in Our RSHE Teaching**

- **Introductory Assemblies:** Each Puzzle begins with an assembly that creates a whole-school focus for both adults and children.
- **Weekly Celebrations:** Each week highlights a theme from the lesson, encouraging pupils to live that learning through their behaviour and attitudes.
- **Mindfulness:** Lessons start with calming activities to help children regulate emotions and create a safe space for discussion.
- **Balanced and Inclusive:** Lessons cover physical and emotional changes, healthy relationships, consent, and respect, alongside broader ethical, religious, and moral dimensions.
- **Creative and Engaging:** Activities are interactive and designed to build resilience, empathy, and social skills.

Each Puzzle focuses on a different aspect of personal and social development:

- Being Me in My World: Belonging, welcoming others, being part of school, local, and global communities; rights and responsibilities; pupil voice.
- Celebrating Difference: Diversity, disability, racism, power, friendships, conflict; acceptance of differences; anti-bullying (including cyber and homophobic bullying).
- Dreams and Goals: Hopes and aspirations, personal strengths, overcoming challenges, teamwork, enterprise, fundraising; managing feelings like pride, ambition, disappointment, and success.

(Other Puzzles include Healthy Me, Relationships, and Changing Me, which cover health, wellbeing, and age-appropriate sex education.)

### **Informed and a responsive curriculum.**

All curriculum content is delivered in a sequenced and cumulative way across the primary phase, ensuring it does not cause unnecessary alarm or appear to normalise risky behaviours or activities.

If the school needs to respond to an emerging need or concern affecting our pupils, we will inform parents and carers in advance if any content deviates from the planned curriculum. The intended lesson content (with reasoning, if appropriate) and relevant teaching materials will be shared upon request.

Teaching will always be age-appropriate and respectful of all children. All curriculum content will be informed by statutory RSHE guidance (DfE) and delivered at a time that prioritises safeguarding the children in our school.

### **Statutory guidance primary relationships education topic areas are:**

- Families and people that care about them
- Caring friendships
- Respectful kind relationships
- Online safety and awareness
- Being safe

### **Health Education – Health and Mental Wellbeing**

The focus of Health and Mental Wellbeing in primary should be on teaching the characteristics of good physical health and mental wellbeing. It should enable pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, reducing stigma. It should support pupils to recognise when things are not right in their own health or the health of others and to seek support when needed.

**As part of RSHE ‘Developing bodies’ will be delivered as part of the statutory programme.**

Pupils will learn.

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught\*. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts. (*\*parts referenced in the RSHE statutory guidance*).
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

To view all the Health Education content, please see the information at the end of the policy.

## **7. Non-Statutory Sex Education at primary**

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

This will be tailored to the age and physical and emotional maturity of pupils.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right of request to withdraw their child from all or part of the sex education curriculum.

### **Our Approach to Sex Education**

In addition to meeting statutory requirements, our school has chosen to include non-statutory sex education as part of our RSHE curriculum. We believe this helps prepare pupils for life by providing accurate, age-appropriate information in a safe and supportive environment.

We are committed to working in partnership with parents and carers. Before any sex education content is taught, we will:

- Consult with parents and carers about what will be covered.
- Provide opportunities for discussion through meetings or surveys.
- Offer guidance and resources to help parents talk to their children at home, ensuring positive conversations that complement what is taught in school.

### **How We Teach Sex Education**

Sex education is delivered through Jigsaw's Changing Me unit, taught over six weeks in the second half of the summer term. Each year group receives lessons appropriate to their age and developmental stage, building on prior learning year by year.

Key principles:

- Age-appropriate content: At no point will pupils be taught anything unsuitable for their stage of development.
- Sensitive handling of questions: If a child asks a question that is outside the agreed programme or considered too mature, the teacher will encourage the child to discuss it with their parents or carers at home. Such questions will not be answered in class.
- Progressive learning: Topics include understanding physical and emotional changes during puberty and, at the appropriate stage, human reproduction.

### **Definition of sex education**

Further advice about parents 'right to request withdrawal' from sex education, can be found below.

### **Right to be excused from non-statutory sex Education**

As a school, we teach some additional content defined as sex education. This is carefully tailored to the age, physical, and emotional maturity of our pupils. We review this content regularly and assess pupils' readiness before delivery. Parents will be informed about what will be taught and when, and will have the opportunity to take part in the consultation process before any non-statutory sex education is taught.

The right to withdraw does not apply to statutory Relationships and Health Education content, nor to topics taught as part of the science curriculum, including those related to puberty or sexual reproduction. Parents will receive clear information on their right to request withdrawal from some or all parts of sex education, and such requests will be automatically granted.

Parents and carers will have the opportunity to discuss their withdrawal request with the headteacher. This discussion may include whether the child will be withdrawn from all or part of the content, and how withdrawal may affect the child's understanding. The conversation will also cover the benefits and possible disadvantages of withdrawal, and the school will offer support or signpost resources to help parents address these topics at home if they wish.

Alternative arrangements and purposeful education will be provided for any withdrawn pupil. Parents are encouraged to raise concerns or decisions with the headteacher at the earliest opportunity. The headteacher or RSHE lead will document the process and outcome.

Further RSHE information and resources to support home discussions can be accessed via our website.

## **8. Whole school approach to wellbeing and positive relationships**

Schools have freedom to implement the DfE's RSHE guidance in the context of a broad and balanced curriculum and in a way that best supports pupils' wellbeing, safety, personal and educational positive outcomes. All RSHE and the key topics of Mental Health and Wellbeing sit within the wider programme of Personal Development and Wellbeing and key links should be made to the other key areas in a school curriculum and other relevant policies, such as the PSHE education policy.

Contact with feeder schools is advised to ensure continuity in transition (primary to secondary) through a spiral curriculum.

### **Pupils with special educational needs and disabilities (SEND)**

In special schools, and for some SEND pupils in mainstream settings, there may be a need to tailor RSHE content and teaching to meet the specific needs of pupils at different developmental stages. Teaching will always be sensitive, age-appropriate, developmentally appropriate, and delivered in line with the law.

Our aim is to ensure the curriculum is accessible to all pupils. Please see the Inclusion section for further details.

## **9. Principles and Values for RSHE**

RSHE is an integral part of personal development and lifelong learning, and it is an entitlement for all pupils in our care.

In addition, we believe that RSHE should:

- Be part of lifelong learning, starting in early childhood and continuing into adulthood.
- Be an entitlement for all pupils.
- Help children explore moral dilemmas and make informed, ethical decisions about health, wellbeing, and relationships.
- Encourage contribution to a supportive school community.
- Sit within a wider context of family values, respect, and openness.
- Celebrate diverse family structures, including single parents, same-sex parents, grandparents, carers, adoptive and foster families.
- Promote love, respect, kindness, and care for others and the environment.
- Encourage sharing and listening to views in a respectful atmosphere.
- Create a safe space for questions and discussions without stigma or embarrassment.
- Teach boundaries, consent, and respectful relationships, including online.
- Help prevent harm by enabling pupils to recognise when something is not right.

**RSHE has three main elements that contribute to personal development and wellbeing by helping pupils to.**

### **Attitudes and Values**

- learning the importance of values, individual conscience, and moral choices.

- learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions, false news, false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, with their peers, with adults and interactions online.
- how to report concerns, risks or abuse, including \*'child on child' abuse, and have the skills, confidence and the vocabulary needed to do so.
- empower them with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, peers, adults, and interactions online.
- learning to actively seek, ask and recognise consent from others.
- Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).
- know that you should be respectful in online interactions.
- know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- The importance of exercising caution about sharing any information about themselves online.
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.

### **Knowledge and Understanding**

- Understand that being a victim of abuse is never the fault of the child.

- to recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right.
- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. (*\*parts referenced in the RSHE statutory guidance*). Pupils will gain an understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.
- learning about human reproduction (*\*Human reproduction is non statutory 'sex education'*)
- learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.
- Pupils will be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

## 10. Roles and Responsibilities

### Co-Executive Headteachers

- **Mrs S Hodgkinson and Mr R Sains**  
Responsible for the overall design and delivery of the RSHE curriculum and act as **Designated Safeguarding Leads**.

### RSHE Leads

- **Miss C Brooks and Mrs R Makin**  
Responsible for leading RSHE across the federation, ensuring high-quality teaching and compliance with statutory requirements.

### Governor Responsible for RSHE

- Works in partnership with school leaders to monitor and approve RSHE policy and provision.

### Computing Lead / Online Safety

- **Miss L Woods**  
Responsible for teaching and promoting online safety across the curriculum.

### Safeguarding Team

#### Designated Safeguarding Leads (DSLs):

- Mrs S Hodgkinson
- Mr R Sains

#### Deputy Designated Safeguarding Leads:

- **Hamsterley:** Darryl Todd, Kate Roberts-Lilley
- **St John's Chapel:** Laura W, Clare Race, Sophie Jackson
- **Wearhead:** Kathryn Eastwood, Claire Brooks
- **Butterknowle:** Rachel Harmer
- **Woodland:** Rachel Denham, Clare Fowell
- **Frosterley:** Sophie Charleuf

**Responsibilities of the Governor body are in ensuring** all pupils make progress in achieving the expected educational outcome. Teaching is accessible to all pupils with SEND curriculum content and teaching materials align to the statutory RSHE guidance.

- clear information is provided for parents on the subject content, teaching materials, and external providers, and on the right to request that their child is withdrawn from sex education.
- teaching staff have access to quality assured training and professional development associated with RSHE.
- the subject has a raised profile and is connected to safeguarding of children.
- all staff are up to date with policy changes, and are familiar with school practise, policy and guidance relating to RSHE.

### **The role of the Headteacher**

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

### **The Headteacher will:**

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on an annual basis along with parents and carers.
- Discuss and review requests from parents to withdraw their children from non-statutory sex education teaching.
- Seek quality assurance of curriculum material/resources/any external agencies/CPD provider used.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.
- Ensure parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum (including the option to view the companies' materials).

## **The relationships, sex and health education subject leaders are responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets the DfE statutory requirements in relation to the relationships, [sex], and health education curriculum.
- Ensuring the relationships, sex and health education curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health education complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teaching staff will receive regular ongoing training. This will include:

- Statutory Guidance Updates: Understanding current RSHE requirements and best practice.
- Curriculum Delivery: How to teach RSHE using Jigsaw and other approved resources.
- Safeguarding and Sensitive Issues: Responding appropriately to disclosures and safeguarding concerns.
- Handling Difficult Questions: Strategies for managing unexpected or mature questions in class.
- Inclusive Practice: Teaching RSHE in a way that respects diversity (SEND, cultural, religious considerations).
- Online Safety: Keeping pupils safe online and integrating digital safety into RSHE.
- Assessment and Pupil Voice: How to assess RSHE learning and gather feedback from pupils.
- Parent Engagement: Communicating RSHE content effectively to parents and carers.

## **11. Organisation, content and delivery of RSHE**

At Durham Dales Partnership, we deliver Relationships, Sex, and Health Education (RSHE) through the Jigsaw programme, a mindful and whole-school approach to PSHE. Jigsaw combines creative teaching strategies with a positive philosophy to nurture children's development as compassionate, well-rounded individuals while building their capacity to learn.

Much of the RSHE at takes place within PSHE Education lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate.

### **Safeguarding children must always be a priority.**

A classroom agreement is used by all staff in every classroom and is designed to support healthy, positive conversations and learning opportunities.

RSHE lessons may include sensitive content. Before these lessons begin, a group or classroom agreement is established to ensure that inappropriate personal information is neither requested nor shared by participants.

When pupils ask questions, we aim to answer honestly at an age-appropriate level and within the boundaries of the classroom agreement. If a question is considered inappropriate for the age or developmental stage of the group, it will be addressed individually at another time. It is important to note that unanswered questions may lead pupils to seek information from inappropriate sources; therefore, teachers should ensure pupils' voices are heard appropriately.

Specialist teachers or external professionals may support staff who feel uncomfortable teaching certain aspects of RSHE. Professional development will be provided to help staff build confidence in delivering the full RSHE curriculum.

At the Durham Dales Partnership, staff use scientifically accurate vocabulary to avoid misunderstandings and ambiguity. Terms such as penis, vulva, vagina, testicles, scrotum, nipples, breasts, and pubic hair will be taught in an age- and stage-appropriate way. Using correct terminology helps children report abuse and strengthens our safeguarding approach, in line with RSHE guidance. A vocabulary progression is included in the appendix of this policy.

### **Managing difficult or sensitive questions**

Pupils may ask questions about topics that go beyond the sex education covered by the school or relate to content from which they have been withdrawn. Our priority is always to ensure the child feels safe, supported, and heard.

The school may contact parents directly to discuss the question and agree on how they wish to proceed. Teachers may encourage pupils to speak to their parents or a trusted adult and, where appropriate, signpost support services. We recognise that unanswered questions can lead children to seek information from inappropriate sources, including online.

To maintain a safe and inclusive classroom environment, pupils' questions and how they will be addressed are discussed at the start of lessons. Alternative ways to ask questions, such as anonymous question boxes, are also provided.

### **Open and positive school culture**

A school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and across whole school life to ensure our children experience positive healthy relationships with their peers and all school staff. We recognise the importance of modelling appropriate language and respectful

behaviour and how this contributes to a safe inclusive, environment for all with a consideration for those with a protected characteristic.

## **Inclusive curriculum and delivery of RSHE**

At the Durham Dales Partnership, we aim to ensure that both boys and girls have opportunities to practise respectful communication and understand experiences different from their own. For example, lessons on menstruation are delivered to mixed classes. Teaching RSHE as a whole class helps foster healthy relationships, empathy, and understanding among all pupils, reducing stigma and taboo around certain aspects of health education.

If, through regular monitoring, we identify a specific need, we may make an informed decision to separate classes by sex to create a safe space for discussion of a particular topic. Alternatively, we may identify a smaller group of pupils who would benefit from additional support or information delivered separately. All pupils will receive the same information, and lesson delivery will be monitored and reviewed to ensure adaptive teaching continues to meet the needs of all pupils.

## **12. Addressing child on child abuse/sexual harassment and violence and RSHE**

Preventing sexual violence and abusive behaviour begins with ensuring pupils are well-informed and that the RSHE curriculum is taught consistently throughout primary school. Relationships education plays a vital role in helping young people develop the skills they need to build healthy relationships and grow into kind, respectful adults.

Our school recognises that children can be vulnerable to, and capable of, abusing other children and young people, including sexually. We also understand the complex and harmful effects of domestic abuse on children. Child-to-child abuse will never be tolerated or dismissed as 'banter' or 'growing up.' Please refer to our Safeguarding Policy and Part Five of Keeping Children Safe in Education (KCSIE) 2025. We are committed to taking a proactive and preventative approach to all forms of abuse and protecting pupils from serious harm—both in and outside the home.

Pupils should understand that anyone can be a victim of sexual violence and that the victim is never to blame. While most sexual violence is committed against women and girls and often has a gendered component, anyone can be affected. Teachers should avoid language that stigmatises boys or suggests that boys are always perpetrators or that girls are always victims.

Teaching staff will maintain the attitude that "it could happen here." Staff play an important role in modelling positive behaviour and avoiding language that perpetuates harmful stereotypes.

In an age- and stage-appropriate way, topics include (but are not limited to):

- Consent and permission-seeking (both online and offline)
- Safe touch and privacy
- Respectful, healthy relationships
- Appropriate language, communication, and behaviour

This content is delivered through a spiral curriculum, ensuring concepts are revisited and built upon over time. Our school recognises the strong link between these topics and empowering children with the skills and confidence to say no, speak up, and report abuse.

[Keeping children safe in education 2025](#)

### **13. Fostering inclusion and valuing diversity**

Schools are required to comply with the Equality Act 2010, including the Public Sector Equality Duty (PSED), when teaching RSHE. This means RSHE topics must be taught in a way that does not discriminate against pupils or amount to harassment.

Under the Equality Act, schools must not unlawfully discriminate against pupils based on any of the protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Our school is committed to ensuring that children from all backgrounds and with diverse needs feel a sense of belonging. We recognise that inclusion extends beyond the classroom—it encompasses the school community, environment, and relationships within our setting.

Schools must also make reasonable adjustments to reduce disadvantage and ensure RSHE content is accessible to all pupils, including those with SEND or caring responsibilities.

#### **Pupils with special educational needs and disabilities (SEND)**

We believe RSHE should be inclusive and designed to ensure these subjects are accessible for pupils with SEND, while preparing them for adulthood as outlined in the SEND Code of Practice: 0 to 25 years.

For some SEND pupils, there may be a need to tailor or adapt RSHE content and teaching to meet their specific developmental needs. Teaching will always be sensitive, age-appropriate, developmentally appropriate, and delivered in line with the law.

We will ensure that all pupils receive relationships education and, where appropriate, relationships and sex education. Provision will be adapted to meet individual needs, taking specialist advice where necessary. It is essential that SEND pupils receive the knowledge they need to build independence and protect themselves from harm.

We recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation, violence, bullying, and other risks. RSHE is particularly important for these pupils, especially those with social, emotional, and mental health needs or learning disabilities.

Where possible, the RSHE curriculum will be adapted—not changed—to ensure all pupils have access to the same core content.

## **Religion and belief, including teaching in schools with a religious character.**

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives on these topics.

## **Lesbian, Gay, Bisexual and Transgender (LGBT)**

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment are amongst the protected characteristics.

The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The point in which as a school we teach pupils about LGBT, the content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

Pupils are taught to understand protected characteristics age appropriately. No one is treated in any way less favourably on the grounds of, gender reassignment, sexual orientation or sex.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request, as set out in the section on openness with parents.

The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

## **14. Safeguarding reports of abuse and confidentiality**

This RSHE policy supports our school's approach to safeguarding and links to other key policies and guidance.

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

It is equally important that staff adopt safeguarding-disclosure procedure and that children understand how confidentiality will be handled in a lesson and what might happen if they do disclose anything of concern in a discussion or anything shared directly with a teacher, about themselves or a peer. Pupils should also understand where they can report any concerns/worries and seek help, including to external services if they do not feel comfortable talking to school staff.

School staff are aware RSHE can at times lead to a disclosure and teachers will consult with the designated safeguarding lead to follow all safeguarding protocols in the school.

A child under thirteen is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under thirteen is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under thirteens should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of thirteen is classed as rape. Therefore, in all cases where the sexually active young person is under thirteen, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under thirteens should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor, and in line with school policy. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures <https://durham-scp.org.uk>*

## **15. Working with external agencies**

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout all these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery. (See section on openness with parents and RSHE materials)

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

## 16. Monitoring and Evaluation of RSHE

### Engagement with pupils and assessment

Assessment is carried out where appropriate—for example, at the start of a unit to establish pupils' baseline knowledge and at the end of each module to assess progress. This may involve teacher, pupil, and peer assessment of knowledge, understanding, interpersonal skills, and attitudes.

As a school, we monitor pupil progress and the impact of our RSHE curriculum throughout delivery using assessment for learning strategies, high-quality teaching approaches, and careful observation of pupil behaviour, attitudes, and relationships across school life.

Our RSHE curriculum assessments ensure pupils continue to make progress and acquire the key knowledge needed for personal development and wellbeing.

The Headteacher and Leadership Team are responsible for overseeing and organising the monitoring and evaluation of the statutory RSHE curriculum as part of the school's wider plans for monitoring teaching and learning quality. The RSHE programme will be treated as a subject and included in an annual monitoring and evaluation process led by the Leadership Team.

The Governing Body is responsible for overseeing, reviewing, and approving revisions to the RSHE policy and curriculum.

### Appendices:

1. To add and update an outline of the curriculum and information about how to access the quality assured resource samples - A request for more detailed information can be requested from parents and carers.

An accessible form for parents to complete to submit a request to withdraw their child from non-statutory sex education, this should be sent to the headteacher.

A list of the external agencies that you use or plan to use.

A list of sources of information for parents and carers to talk to their children at home, further information will be shared via the parent portal.

[Parents' leaflets | NSPCC Learning](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Parents and carers | CEOP Education](#)

[I'm looking for support with being a parent or carer | Barnardo's](#)

[Our services for parents and carers | Place2Be](#)

## **2. The 7 Guiding principles for relationships, sex and health education**

Our school policy and practice is planned, assessed, monitored and developed with the 7 Guiding principles for relationships, sex and health education as the key principles:

a. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

c. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. **Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

g. **Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

# Jigsaw!®

The mindful approach to PSHE

What is Jigsaw, the mindful approach  
to PSHE (ages 3-11/12)?

A guide for parents and carers



[www.jigsawpshe.com](http://www.jigsawpshe.com)

## What is PSHE Education?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

## What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

Primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends that they should also include age-appropriate Sex Education.

Jigsaw supports our ethos and values and everything we are trying to teach the children.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

The Jigsaw Programme supports all of these requirements and has children's wellbeing at its heart.

As a parent, it's lovely to get an insight into what children want to do. The set up with Jigsaw is fantastic.



## What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

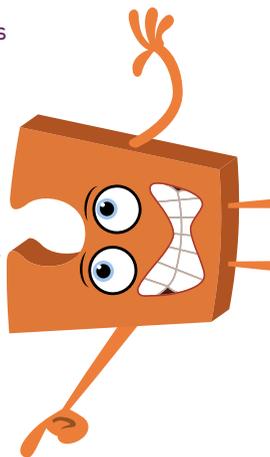
Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11 (12 in Scotland). Written by teacher and psychotherapist, Jan Lever MBE (services to education) and teachers, and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

It's great for children to have this experience, to think ambitiously, and to have aspirations.



Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

## What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

**Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

**Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

**Healthy Me** covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

**Relationships** starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes. .

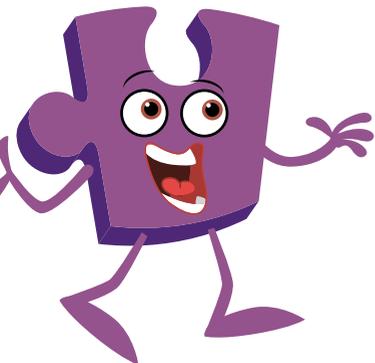
**Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education. Your child's school can make this available to you on request.

It's fun because we learn about different things each time.

### What else is included?

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice).

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.



Children love the chime! Everyone has taken it on board.



## How can I find out more information about Jigsaw PSHE?

The best thing to do is to talk to your child's teacher about how Jigsaw is taught in school. Alternatively, you can talk to the school's head teacher, or the teacher who is responsible for leading PSHE across the school. To find out more, parents and carers are also very welcome to visit the Jigsaw website [www.jigsawpshe.com](http://www.jigsawpshe.com).



Since the school started Jigsaw, children are more supportive of each other. They look out for each other and are more caring.

Jigsaw has made us more visible, we used to not want to talk about things, we were a bit scared to talk, but now we have learned about it we know more and it's OK to talk about it with our class.



## PSHE/RSHE: Progression of Vocabulary/Terminology

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	Myself Feelings Being gentle Rights Responsibilities	Talents Families Home Friends Standing up for myself	Challenges Perseverance Jobs Help	Exercise Healthy food Physical activity Sleep Clean	Family life Friendship Falling out	Bodies Respecting my body Fun Fears Growth
Y1	Special Safe Community Consequences Rewards	Similarities Differences Bullying Celebrating	Success Achievement Learning styles Overcoming obstacles	Medicine Medication Road safety	Belonging Physical contact Preferences Celebrations	Life cycles (animal/human) Male Female Changes
Y2	Hope Fear Fair Valuing Contributions Choices	Assumptions Stereotypes Gender Gender diversity	Realistic Strengths cooperation Contributing	Relaxation Nutrition Lifestyle	Boundaries Secrets Trust Appreciation	Life cycles (plants) Young Old Independence
Y3	Goals self-worth Positivity Challenges Perspectives	Diverse families Family conflict Child-centred Compliments Witness Solutions	Ambitions Enthusiasm Managing feelings Budgeting	Food labelling Healthy choices Online safety Offline safety	Roles Negotiation Diverse lives Impact	Internal External Needs
Y4	Democracy Motivation Class Citizen Voice Peer pressure	Judgment Appearance Acceptance Influences Impressions	Disappointment Overcoming Resilience Positive attitude	Healthy friendships Smoking Alcohol Inner strength Assertiveness	Jealousy Love/loss Memories Girlfriends Boyfriends	Being unique Body changes Transition Accepting change Having a baby
Y5	Aspirations National citizenship Conflict Vote Participation	Cultural diversity Racism Rumours Material wealth Respecting culture	Financial success Long-term Charity	Vaping Emergency aid Body image Relationships with food Healthy choices	Self-recognition Self-esteem Online communities Gaming Gambling Grooming	Self-image Media influence Puberty Conception IVF
Y6	Global citizenship Children's Universal Rights Group dynamics Role-modelling Anti-social behaviour	Perceptions of normality Disability Empathy Inclusion Exclusion	Success criteria Recognition Evaluating	Personal responsibility Substances Exploitation County Lines/Gangs Managing stress	Mental health Sources of support Control Power	Body image Physical attraction Consent Sexting



The mindful approach to PSHE

**Relationships Education,  
Health Education and Sex Education  
in the Primary School**

**How does Jigsaw, the mindful approach to PSHE  
(ages 3-11) approach these subjects?**

**Information for parents and carers**



**Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education)** is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

We, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and schools must fulfil their statutory duties.

## **What are the aims of Relationships Education, Sex Education and Health Education in the primary school?**

The opening paragraph of the Department for Education guidance states:

**"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."**

*(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)*

## **What must primary schools teach in Relationships Education, Health Education and Sex Education?**

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

### **Relationships Education**

Families and people who care for me

Caring Friendships

Respectful Relationships

Online Relationships

Being safe

### **Health Education**

Mental wellbeing

Internet safety and harms

Physical health and fitness

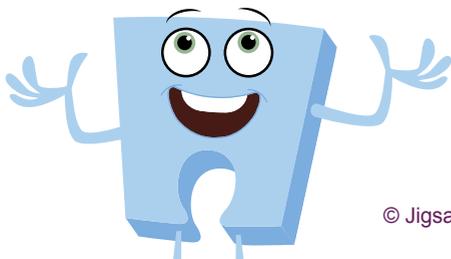
Healthy Eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

**Changing adolescent body**



This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The **National Curriculum for Science** (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.

It is up to primary schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science.

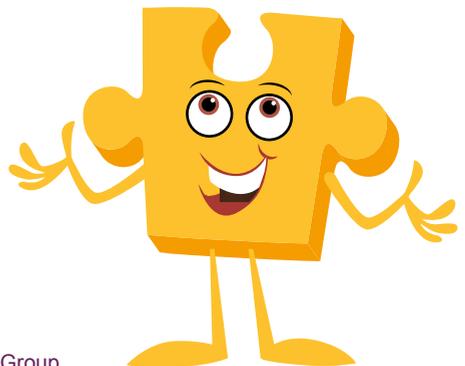
If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The school will share its position on teaching Sex Education with parents/carers through its policy, and if relevant will make clear which lessons they can request their child is withdrawn from, i.e. which lessons constitute this additional Sex Education, if any.

The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. Schools using Jigsaw decide on whether to use these lessons in their RSHE Programme, to cover this subject matter in NC Science or not to include them for their children, and this will be reflected in the policy.

At Jigsaw, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.



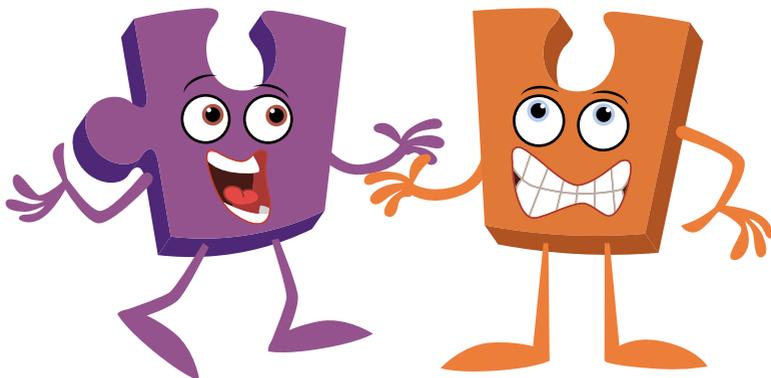
## Why is this RSHE curriculum needed?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”. This is one of the many reasons why the Department for Education made Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

## If you have any questions...

- Talk to your child’s teacher, the head teacher, or the teacher in charge of PSHE. Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child’s lifelong learning and safeguarding.



## What about LGBT+ issues?

There has been much mis-information in the media about how LGBT+ issues are taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this. Your child's school can make this available to you on request.

Jigsaw firmly stands by its position that EVERY child is valued and special.

## More about Jigsaw, the mindful approach to PSHE?

**Jigsaw PSHE** is a comprehensive and completely original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six Puzzles (units):

Being me in My World

Celebrating Difference

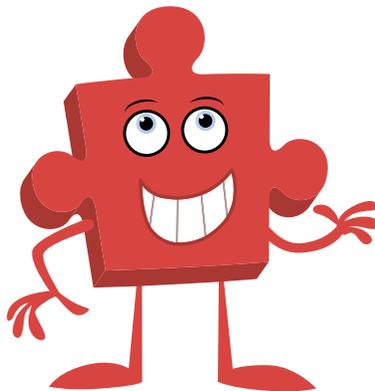
Dreams and Goals

Healthy Me

Relationships

Changing Me,

each with six lessons.



These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.

## What will my child actually be taught about puberty and human reproduction?

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's agreed programme.

The Changing Me Puzzle is all about coping positively with change and includes:

**Ages 3-5** Growing up: how we have changed since we were babies.

**Ages 5-6** Boys' and girls' bodies; correct names for body parts.

**Ages 6-7** Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

**Ages 7-8** How babies grow and how boys' and girls' bodies change as they grow older. Brief introduction to puberty and menstruation.

**Ages 8-9** Internal and external reproductive body parts. Recap about puberty and menstruation is revisited with more detail. Conception explained in simple terms.

**Ages 9-10** Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

**Ages 10-11** Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams. Each school will carefully check the content each year and make any adaptations they feel are appropriate in line with their policy.



## How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

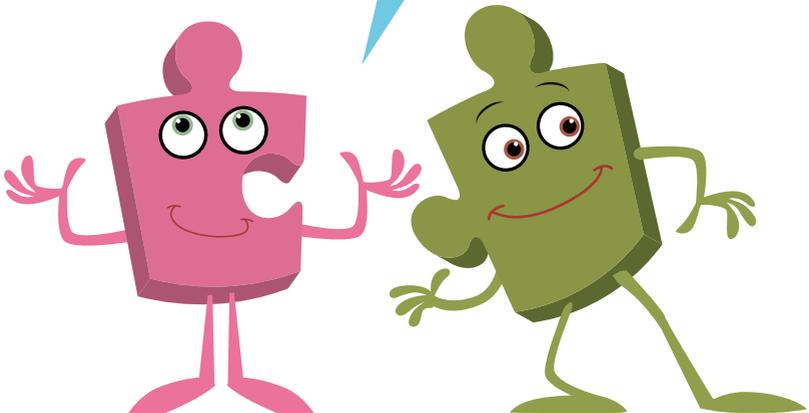
- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

### Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.

- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school. We may feel that they know too much, when actually ignorance is the enemy of innocence.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

We hope you found this information helpful.  
If you would like to know more about  
Jigsaw PSHE ask your child's school or  
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