

'They will soar on wings like eagles ...'
Isaiah 40:31

collaborate | enrich | trust | innovate | aspire | nurture



Multi Academy Trust Policy

Common Trust Policy, Use as Published

Relationships and Sex Education Policy

Date adopted by Trust Board: 08/06/2026

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Version	Date	Author	Change Description
V1	29.1.25	AW & JAJ	<i>New policy in draft for Sept 2026.</i>
V2	29.05.2026	JAJ	<i>To take account of new policy and curriculum requirements from 9/26</i>

Aquila Multi-Academy Trust RSE Policy

Policy Statement

Aquila Multi-Academy Trust is committed to providing high-quality Relationships and Sex Education (RSE) in line with statutory guidance from the Department of Education. This policy outlines the approach to RSE in our academies, supporting pupils to make informed choices, develop positive relationships, and build resilience. Our RSE curriculum reflects Aquila's values of **Collaborate, Enrich, Trust, Innovate, Aspire, and Nurture**. This policy reflects the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education (updated 2026), and will be reviewed in line with any future revisions.

Our Church of England schools will approach RSE in a faith sensitive and inclusive way.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- At Temple Ewell CE Primary School, the teaching of RSE is underpinned by our FAITH values :

Restorative Relationships (Forgiveness & Trust): RSE provides a safe, nurturing environment that teaches children how to form secure attachments, respect personal boundaries, and use a **Restorative Approach** to confidently resolve conflicts and repair relationships.

Inclusive Citizenship (Acceptance & Inspiration): Rooted in the parables of the *Woman at the Well* and the *Good Samaritan*, the curriculum actively **celebrates diversity** and equips children with the empathy and emotional self-regulation needed to look out for one another.

Resilient Futures (Hope): By explicitly focusing on physical health, mental well-being, and coping strategies, RSE builds the lifelong resilience and optimism children need to **flourish with dignity** and navigate life's milestones.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Temple Ewell CE Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy and within the context of our school:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

At Temple Ewell CE Primary School, Sex Education occurs within Science Learning. This occurs in an age and stage appropriate manner.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Temple Ewell CE Primary School is committed to working in partnership with parents/carers and being fully transparent about the RSE curriculum.

We will:

- Publish an overview of the RSE curriculum on the school website
- Provide parents/carers with clear information about what will be taught in each year group and when
- Share examples of teaching materials and resources in advance of delivery, particularly for sensitive topics
- Offer opportunities (e.g. information sessions, workshops or online materials) for parents/carers to view and discuss curriculum content
- Notify parents/carers in advance of any significant changes or additions to the planned curriculum

Parents/carers will:

- Be able to contact the school to discuss curriculum content at any time
- Be supported to understand how content is delivered in an age-appropriate way

We will ensure that all materials used in RSE can be shared with parents/carers, in line with our legal obligations.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Temple Ewell CE Primary School, PSHE/RSE are primarily taught through the use of Jigsaw. is a comprehensive, whole-school PSHE and statutory RSHE scheme of work that combines a progressive, six-theme spiral curriculum with integrated mindfulness techniques to develop children's emotional literacy, social skills, and personal well-being. Each school term, a whole school worship (All Together Time) introduces the whole school theme at a universal, accessible level.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness

- Being safe

At Temple Ewell CEP school, development and reproduction is taught within Science Lessons. We follow the national curriculum for science which incorporates the following – there is no right of withdrawal from the Science curriculum.

Early Years Foundation Stage - Understanding the World (Nursery and Reception):

- Children talk about past and present events in their own lives and in the lives of family members
- They know that other children do not always enjoy the same things, and are sensitive to this
- They know about similarities and differences between themselves and others, and among families, communities and traditions

Key Stage 1 Science - children will learn about the human body and that animals and humans grow, change and reproduce. The Key Stage 1 Science National Curriculum indicates that pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 Science – children will learn more about the body, what humans need for growth and development and extend their understanding of reproduction. The Key Stage 2 Science National Curriculum indicates that pupils should be taught to:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Any teaching about human conception, pregnancy or birth that goes beyond the science curriculum will be clearly identified as **non-statutory sex education** and will take place in upper Key Stage 2. Parents/carers have the right to withdraw their child from these specific lessons. The school will notify parents/carers in advance of when these lessons will take place and parents/carers will have the opportunity to view the materials used.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities
- Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. Staff will answer pupils' questions in a factual, age-appropriate manner while maintaining appropriate boundaries. Where questions relate to contested or sensitive topics (e.g., gender identity, sexual orientation, or adult sexual behaviour), staff will:
 - Provide simple, factual reassurance
 - Avoid unnecessary detail
 - Avoid teaching contested concepts as fact
 - Redirect pupils to trusted adults if needed
 - Inform parents/carers where appropriate

Staff will not introduce content that is not part of the planned curriculum.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Biological sex will be taught as a factual, scientific characteristic that is binary (male and female) and determined at birth. The school will not teach gender identity as a separate, contested belief system or present it as fact. Where pupils raise questions about gender identity, staff will respond factually, sensitively and age-appropriately, ensuring that contested concepts are not taught as objective truth. Teaching will always distinguish clearly between biological facts, legal rights, and individual beliefs or experiences. Teaching will always comply with the Equality Act 2010, ensuring that all pupils are treated with dignity and respect, regardless of protected characteristics.

Teachers review the curriculum's sequential "Puzzles" (units) and "Pieces" (lessons) to ensure the content strictly matches the exact physical, emotional, and cognitive maturity of their specific year group. It is possible for teachers to take an adaptable approach, drawing from materials from previous year groups where further adaptation is deemed necessary. This is done in consultation with the PSHE/RSE lead. The Jigsaw scheme includes all necessary materials to teach each unit - if teachers feel that additional information (including texts, videos, etc) might be relevant to their teaching, this will be vetted by the PSHE/RSE lead prior to use. If materials are deemed inappropriate or not enhancing the curriculum, these will not be used.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Assessment in the Jigsaw PSHE and RSE curriculum does not use traditional formal testing or exams. Instead, it relies on an embedded, two-pronged approach that evaluates both a pupil's knowledge (such as statutory health and relationships facts) and their social-emotional literacy (such as self-regulation and empathy). Assessment is ongoing and subject to both teacher assessment and pupil reflective self assessment. Children are invited to discuss their learning with the school's PSHE/RSE subject lead, Ms O'Connor.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, children in care, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Age-appropriate sequencing and content safeguards

The school will ensure that all RSE content is delivered in a carefully sequenced, age-appropriate manner in line with statutory guidance and safeguarding principles. The school will follow the statutory age limits for RSHE content. No explicit sexual content will be taught in primary school, including descriptions of sexual acts. Before Year 5, teaching will focus on relationships, safety, respect, body awareness and privacy, not sexual content. Puberty will be taught to ensure pupils are prepared. Conception and birth will be taught factually and sensitively, without unnecessary detail, and only in the context of the science curriculum or clearly identified non-statutory sex education.

Staff will use professional judgement, supported by curriculum planning, to:

- Distinguish between what pupils *need to know now* and what should be taught later
- Adapt teaching in response to pupils' questions while maintaining appropriate boundaries
- Avoid the use of detailed or explicit materials unless they are necessary, justified by the curriculum, and age-appropriate

Any decisions to adapt or accelerate content will be:

- Based on identified pupil need
- Agreed by the subject lead/DSL where content is sensitive
- Communicated to parents/carers in advance where appropriate

6.2 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them

- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaption needed

6.3 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

Our school has a link NHS Emotional Wellbeing Practitioner. Throughout the school year, members of the NHS Emotional Wellbeing team will deliver bespoke workshops to pupils which focus on relationships (in the context of friendships) and on personal development (in relation to Emotional Wellbeing, regulation and relationships).

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate

- o Are in line with pupils' developmental stage
- o Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - o What they're going to say
 - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers.

Parents and carers have the legal right to view all RSE materials, including lesson slides, videos, worksheets, and external-agency content. The school will provide access on request, and will not use any resource that cannot legally be shared with parents. The full RSE curriculum map and an outline of lesson content will be published on the school website and updated annually.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers
- The school will not use any materials that contain extreme, inappropriate, sexualised or ideologically biased content, or that present contested political or social concepts as fact. All materials will be checked for accuracy, age-appropriateness, neutrality and compliance with statutory guidance.

8. Roles and responsibilities

8.1 The role of the trustees and local governing body

The trustees will approve the RSE policy, and the local governing body will hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs Angela Matthews

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

PSHE/RSE is taught by : Miss L Demetri (Class teacher) Mrs D Tidey (Class teacher)

Mrs L Creane (Class teacher) Mrs N Waring (Class teacher) Mrs R Williams (Class teacher)

Mr N Robbins (Class teacher) Mrs K McArdle (Cover Teacher) Mr J Lecarpentier (Sports and Well Being Coach) Mrs J Beamish (Nurture Lead)

PSHE/RSE is lead by : Ms S O'Connor (Inclusion Manager/ Senior Lead for Mental Health)

Responsibility for whole School implementation and statutory adherence : Mrs A Matthews (Headteacher)

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8.5 Safeguarding

RSE may lead to pupils asking questions or making disclosures that raise safeguarding concerns. All staff will follow the school's safeguarding policy and procedures in such cases.

Staff will:

- Create a safe environment in which pupils feel able to ask questions, while making it clear that confidentiality cannot be guaranteed
- Remind pupils of appropriate ways to seek further help and support
- Respond to questions in a factual, age-appropriate manner without encouraging disclosure in a public setting
- Not ask leading questions or probe for additional detail beyond what is necessary

If a pupil makes a disclosure or raises a concern, staff will:

- Follow the school's safeguarding procedures immediately
- Record the concern accurately and pass it to the Designated Safeguarding Lead (DSL) without delay
- Not promise confidentiality to the pupil
- Ensure the pupil is supported appropriately

The Designated Safeguarding Lead (DSL) will:

- Take appropriate action in line with Keeping Children Safe in Education (KCSIE)
- Liaise with external agencies where necessary
- Ensure staff receive appropriate guidance following any incident arising from RSE delivery

RSE teaching will be planned and delivered in a way that:

- Minimises the risk of distress or unnecessary disclosure
- Takes account of known vulnerabilities within the cohort
- Is aligned with the school's wider safeguarding and child protection framework

All RSHE content will be delivered in a **carefully sequenced progression** that reflects statutory age limits, safeguarding principles and pupils' developmental readiness. The school will ensure that no content is taught earlier than required or in a way that could cause distress, confusion or safeguarding concerns.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers **do** have the right to withdraw their child from the **non statutory** components of sex education which are taught in upper Key Stage 2.

Parents/Carers are informed of when these sessions take place and details of how to opt out or to see the materials and discuss these with staff prior to the pupil sessions.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by Ms S O'Connor (Inclusion Manager/ Senior Lead for Mental Health) and Mrs M Matthews (Headteacher) through:

Learning walks, pupil conferencing, teacher supervision, work scrutiny.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Lorraine Pope (Wellbeing governor) and Dayle Hall (Safeguarding governor) monitor RSE across the school.

1. Whole-School Jigsaw Map (Statutory Content)

The table below outlines the core themes taught across the year. The 2026 updates place explicit emphasis on digital safety, AI-generated content, mental health resilience, and a rigorous distinction between "worry secrets" and "good surprises."

Jigsaw Puzzle (Unit)	What Children Learn (EYFS to Year 6)	Parent Home-Connection Focus
Being Me in My World	Self-worth, citizenship, rights, responsibilities, and feelings of belonging.	Discussing classroom rules and how actions impact others at home.
Celebrating Difference	Diversity, anti-bullying, challenging stereotypes, and inclusion.	Normalising and celebrating unique family structures and backgrounds.
Dreams & Goals	Resilience, overcoming disappointment, and teamwork.	Goal-setting and managing emotional reactions to setbacks.
Healthy Me	Emotional health, balanced lifestyle choices, and personal safety.	Making healthy choices together (sleep, screen balance, and activity).

Relationships	Family dynamics, safe boundaries, and digital friendships.	Reinforcing your child's " Inner Circle " of trusted adults for help-seeking.
Changing Me	Coping with change, moving year groups, and personal growth.	Preparing for structural transitions (e.g., moving to secondary school).

2. Non-Jigsaw Science & Puberty Map

In compliance with current guidance, explicit biological education is mapped strictly to the Science National Curriculum or specialized non-Jigsaw sessions to protect parental transparency and your right to request withdrawal from non-statutory content.

1.EYFS & Key Stage 1: The Human Body:Statutory Science.

- **Content:** Naming the main external body parts (including accurate biological terminology for genitalia as a mandatory safeguarding rule).

2.Years 3 & 4: Biological Life Cycles:Statutory Science.

- **Content:** Explaining reproduction in plants and animals. Following the 2026 guidelines, human sex education is entirely absent from Year 4.

3.Year 5: The Changing Adolescent Body:Statutory Science & Health.

- **Content:** Physical and emotional changes of puberty (including menstruation and hair growth). This is taught via factual, text-first scientific diagrams..
- **Parent Information:** This content is statutory.

4.Year 6: Human Reproduction & Conception:Non-Statutory Sex Education.

- **Content:** A discrete, biological science-extension lesson detailing how a sperm fertilizes an egg cell, pregnancy, and birth.
- **Parent Information :** **This is the only primary lesson with a legal right to request withdrawal.** A formal letter and resource-viewing session are provided in advance of delivery.



What is Jigsaw, the mindful approach to PSHE (ages 3-11)? A guide for parents and carers



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.



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

PSHE is where most primary schools choose to teach the compulsory Relationships and Health Education topics laid out by the Department for Education, as well as the Sex Education that is recommended to be taught in Year 5 and/or Year 6.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE – updated annually) 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). Developed 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 as well as the recommended Sex Education content.

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.

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 online 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 and financial education. 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.

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



Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, managing peer influence, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, substance awareness, being safe, first aid). Children develop essential safety skills across different contexts - including water, fire, road and rail safety - learning strategies they can build on and revisit as they grow. For example, they learn the Safety STAR approach (Stop, Think, Assess, React) which gives them a simple framework to use in any safety situation.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe, including online safety and navigating social media. Children learn to recognise healthy and unhealthy relationships, understand when and how to seek help, and build confidence to speak up if something doesn't feel right. They develop skills to deal with conflict, build assertiveness, 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. Children learn to recognise when something doesn't feel right and understand how to get help and support. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Human reproduction (sex education) is taught in Year 5 and Year 6 at the school's discretion.

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.



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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 responsible for leading PSHE across the school, who will be able to share more details about the Jigsaw materials, and how these are being adapted to meet the needs of your school community. Parents and carers are also very welcome to visit the Jigsaw website 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.



www.jigsaweducationgroup.com

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives ● That other children’s families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care ● That stable, caring relationships are at the heart of safe and happy families, and are important for children’s security as they grow up ● That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties ● That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened ● About managing conflict with kindness and respect, and that violence is never right ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> ● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take in a range of different contexts to improve or support their relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met ● How information and data is shared and used online, including where pictures or words might be circulated ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust ● How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so ● Where to get advice, for example from their family, school and/or other sources

