

Relationships Education Policy

Aspire Federation

'Let your light shine!'



Reviewed and updated: March 2026

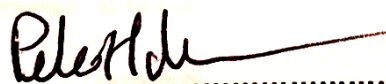
Ratified by Governors: 15.7.26

Next review: March 2028

Signed: ... 
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Name: Laura Martin
(Executive Headteacher)

Date: ...15.7.26.....

Signed:..... 

Name: Peter Hilton
(Chair of Governors)

Date: ...15.7.26.....

Context/Introduction

The aims of our school are reflected in the statement from the Education Reform Act 1988 that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

This RSHE policy outlines how our school delivers **Relationships Education** and **Health Education**, which are compulsory for all primary-aged pupils, and how we approach **optional Sex Education**. It reflects the updated statutory guidance published by the Department for Education (DfE) in 2020 and due for full implementation by September 2026. [\[gov.uk\]](https://www.gov.uk)

This policy aims to ensure that pupils develop the knowledge, skills and attributes they need for safety, wellbeing, positive relationships, and responsible online behaviour. It aligns with the national focus on wellbeing, safeguarding, online safety, and parental transparency.

This policy outlines the purpose, nature and management of relationships and sex education at The Aspire Federation and has been developed in consultation with all stakeholders, including Governors, staff, pupils and parents/carers. It should be read in conjunction with the relevant sections of the following policies:

- School Child Protection and Safeguarding
- PSHE
- SEND
- Online safety

1. A Definition of Relationships, Sex and Health Education for Church Schools

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships

- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships, relationships and partnerships with peers and adults.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

At The Aspire Federation, we have decided that it is important to include sexual intercourse and the conception and birth of a baby to protect and prepare the children in our community. **Parents/carers do have the right to excuse their children from this aspect of Sex Education (see below for more information).**

2. Statutory Requirements

We deliver RSHE in accordance with:

Education Act 2002, Education Act 1996, and statutory RSHE guidance updated in **2025**.
[\[gov.uk\]](https://www.gov.uk)

The requirement for all schools to teach Relationships and Health Education, with Sex Education optional at primary level.

The requirement to ensure teaching is **age-appropriate, inclusive, safeguarding-focused**, and reflective of children's digital lives.

At The Aspire Federation, we teach RSHE as set out in this policy.

3. RSHE Curriculum

At The Aspire Federation, we choose to deliver Relationship and Sex Education, plus Health Education using 'Jigsaw', a scheme which has been developed using the mindfulness approach.

An amendment to the Children and Social Work Act 2017 made Relationships and Sex Education (RSE) and Health Education at primary schools statutory subjects. We are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education (RSE) within the context of a full programme in an age-appropriate way and that the Jigsaw Curriculum is regularly reviewed and updated to mirror any changes to statutory guidance and legislation. Should changes to these curriculum areas occur in the future, Jigsaw will provide us with materials to ensure all statutory duties are fulfilled.

Jigsaw will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively

- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Our curriculum aims to:

- Build **healthy, respectful relationships** from early primary education.
- Teach pupils to identify **positive role models**, recognise **harmful attitudes**, and challenge online misogyny and unsafe behaviours.
- Equip pupils with the skills to recognise and respond to **online content**, including scams, monetisation, privacy risks, and age-restricted platforms.
- Teach correct names for body parts as a **safeguarding expectation**, helping children understand privacy, boundaries and how to report concerns.
- Develop competencies in **emotional regulation**, handling disappointment, frustration and hurt.
- Support pupils' understanding of **personal safety**, including water, fire, road and railway safety.
- Build confidence in managing **change, loss and bereavement**, acknowledging varied emotional responses.

Curriculum Content Overview (see Appendix for explicit Jigsaw module plans)

Relationships Education (Compulsory)

Content will include:

- Families, including same-sex parents and different family structures.
- Friendships, kindness, respect, consent in an age-appropriate form, and personal boundaries.
- Understanding safe and unsafe relationships, including how to seek help.
- Roles of trust, honesty, cooperation, and appropriate communication.

Health Education (Compulsory)

Content will include:

- **Growing and changing**: puberty, bodily autonomy, and correct anatomical vocabulary.
- **Mental wellbeing**, emotional literacy, recognising feelings, and seeking help.
- **Online safety**: recognising misinformation, digital footprints, privacy risks, image-sharing, gaming monetisation, scams, and fraud.
- **Personal safety**: recognising and reducing risk in offline settings.

Sex Education (Optional at Primary)

Our school chooses to teach **basic scientific knowledge about human reproduction** in Year 5/6 to support safeguarding and transition to Secondary RSHE. Parents may withdraw their child from Sex Education lessons, except those that fall under statutory Science.

Early Years Foundation Stage (EYFS)

In Reception, RSE and Health Education is taught through all areas of learning, embedded as part of everyday life. Jigsaw provides age-appropriate planning for children in EYFS to be taught as discreet lessons to support the EYFS curriculum. RSE and Health Education comes under the 'Personal Social and Emotional Development' (PSED) and 'Physical Development' (PD) objectives set out in the EYFS curriculum.

Staff Development

Staff training in RSE and Health Education can be accessed as part of the school's Professional Development Programme, either through planned staff meetings, school based INSET training or courses facilitated by external providers.

How is Jigsaw organised in school?

Jigsaw brings together emotional literacy, personal and social skills along with spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to July. Each lesson has two Learning Intentions: one is based on specific personal and social learning knowledge and skills (covering the non-statutory national framework for Personal and Social Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every lesson contributes to at least one of these aspects of children's development. This is mapped and balanced across each year group. Jigsaw sessions are led by all teaching staff.

Differentiation including catering for children with Special Educational Needs

Jigsaw is written as a universal core curriculum for all children. Inclusivity is part of its philosophy. Teachers tailor each lesson to meet the needs of the children in their class. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Safeguarding

RSHE is central to safeguarding:

- Teaching correct body terminology and privacy expectations supports early disclosure and reduces stigma.
- Lessons equip children with the confidence to report abuse, harmful online interactions, or unsafe behaviours.
- New RSHE guidance emphasises preventing **violence against women and girls**, promoting **positive masculinity and femininity**, and ensuring no child feels stigmatised.
- Staff will handle disclosures in line with our Safeguarding Policy.

Assessment

Teachers are eager to ensure pupils are making progress with their learning throughout their Jigsaw experience. Therefore, each unit of work has a built-in assessment task, usually in Lesson 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the 'Help me Reflect' section of every Jigsaw lesson, pupils can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated in their Topic books. Each unit of work has a set of three level descriptors for each year group: Working towards, working at, working beyond.

The Role of the Subject Leader

The Subject Leader's role is to ensure that pupils make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- securing high quality teaching;
- reviewing curriculum delivery annually, ensuring alignment with the most up-to-date statutory guidance;
- ensuring that planning meets the requirements of the school's agreed curriculum
- monitoring the effective use of resources
- having oversight of curriculum coverage and ensuring that the curriculum meets national requirements;
- ensuring that colleagues are aware of expectations;
- action planning for future development;
- ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- monitoring the effectiveness of teaching and the impact on learning and standards;
- evaluating and summarising all aspects of the subject to define next steps for improvement.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by children as they grow up. It also enables them to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school's ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Parental Right to Withdraw from Sex Education

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians **do not have the right to withdraw their children from the Science Curriculum.**

Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be put in writing to the Executive Headteacher or Head of School. We will invite you to talk through your concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

Parental Engagement and Transparency

Our school prioritises transparency:

- Parents can request to view **all teaching materials**, including external resources. Schools must not enter agreements preventing parental access.
- We will clearly outline what is being taught and when, maintaining full transparency over RSE content.
- We will consult parents when updating this policy or making significant curriculum changes.
- All parents, staff and governors will be notified when the policy is updated.

Monitoring, Evaluation and Review

Governors will approve the RSHE policy and monitor implementation.

This policy will be reviewed **at least every two years** or earlier in response to changes in statutory guidance.

Appendix

Jigsaw content 2025-2026

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect

	Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.

6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Appendices

PSHE Changes to Jigsaw General –

How the Jigsaw PSHE Scheme Has Updated to Align with the New RSHE Guidance

1. Introduction

The Department for Education (DfE) released updated statutory **Relationships, Sex and Health Education (RSHE)** guidance in **2025**, with schools required to be fully compliant by **September 2026**. Jigsaw PSHE has undergone a comprehensive update to ensure full alignment with these new expectations.

This report outlines the key changes within the Jigsaw programme and how these updates support schools in meeting the revised statutory requirements.

2. Overview of Key Guidance Changes

According to the PSHE Association and DfE releases, the new RSHE guidance includes:

- Stronger emphasis on **online safety**, including scams, monetisation in gaming, online rights, and privacy.
 - Additional requirements regarding **body knowledge**, including correct terminology for genitalia as a safeguarding measure.
 - Inclusion of **personal safety**, including road, rail, fire, and water safety.
 - New content on **change, loss and bereavement**, recognising varied emotional responses.
 - Recognition of modern safeguarding issues including **AI deepfakes**, toxic online influencers, and misogyny.
 - Stronger focus on **mental health**, including loneliness and grief.
 - Guidance stressing teacher expertise, clear communication with parents, and safe learning environments.
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3. How Jigsaw Has Updated to Align With the 2025 RSHE Guidance

3.1 Comprehensive Programme Update

Jigsaw has revised the full PSHE 3–11 programme to reflect all new statutory requirements, offering:

- Updated lessons and teaching materials addressing new themes in RSHE.
- Revised progression documents and updated schemes of work mapped directly to the new guidance.

- Clear guidance for schools preparing for inspection or curriculum review.

3.2 Inclusion of New Content Areas

Jigsaw has built in the new DfE-required content, including:

- Enhanced and expanded **online safety** lessons.
- Content addressing **personal safety** in public spaces, travel, and water.
- Lessons on **change, loss, and grief**, connected to children's wellbeing.

3.3 Emotional Literacy and Wellbeing Focus

Jigsaw highlights its alignment with the new guidance's stronger emphasis on:

- Emotional literacy
- Whole-school approaches
- Evidence-informed practice

These areas have long been central to the Jigsaw model, and the updates further strengthen this alignment.

3.4 Safeguarding and Modern Risks

Jigsaw has integrated:

- Content addressing misogyny and violence against women and girls
- Teaching about modern online risks (including deepfakes and online influencers)

These updates directly respond to new safeguarding themes stressed in the 2025 RSHE guidance.

3.5 Fully Updated Resources Timeline

Jigsaw confirms that **all materials will be updated and compliant by the end of Autumn 2025**, well before the September 2026 requirement for schools. Their website reiterates that users of Jigsaw are already meeting most expectations and will receive all updated materials in time.

4. Support for Schools During Transition

Jigsaw provides extensive support to help schools adopt the revised programme, including:

4.1 Webinars and CPD

Free live webinars led by expert teachers guide schools through required changes for:

- Primary RSHE updates

- Secondary RSHE updates
- Governors, headteachers and senior leaders

4.2 Updated Documentation and Planning Tools

Schools receive:

- Updated mapping and progression documents
- Revised schemes of work
- Implementation guidance and timelines

4.3 Policy and Curriculum Review Support

Jigsaw offers guidance on:

- Consulting with staff, governors, parents, and pupils
 - Updating school RSHE/PSHE policies
 - Planning training and handling new content sensitively
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5. Implementation Timeline

Based on DfE and Jigsaw guidance:

- **2025–Autumn:**
 - Schools continue existing programmes while familiarising themselves with the new guidance.
 - Jigsaw completes its programme updates.
 - **Spring/Summer 2026:**
 - Schools consult stakeholders and plan training.
 - Begin phased introduction of updated content.
 - **September 2026:**
 - Full statutory compliance required.
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6. Conclusion

The Jigsaw PSHE scheme has undergone significant, carefully planned updates to align with the 2025 RSHE statutory guidance. The programme now includes strengthened content on online safety, safeguarding, emotional wellbeing, personal safety, and modern digital risks, while maintaining its strong focus on emotional literacy and whole-school wellbeing.

Through updated resources, thorough mapping to statutory expectations, and extensive training and support, Jigsaw ensures that schools can confidently deliver a compliant, high-quality, and child-centred PSHE curriculum.

Jigsaw PSHE: What's Changing? A Simple Guide for Parents

The Department for Education has updated its guidance for **Relationships, Sex and Health Education (RSHE)**. All schools need to follow the new expectations by **September 2026**. Jigsaw PSHE – the programme our school uses – has already been updated to match these changes.

This summary explains what parents need to know.

1. Why has the guidance changed?

Children today grow up in a world with new challenges: online safety, digital media, changing family structures, and emotional wellbeing needs. The new guidance aims to give pupils the knowledge and skills they need to stay safe, healthy and confident.

2. How has Jigsaw PSHE been updated?

Stronger Online Safety Teaching

Children will now learn more about:

- Online scams and gaming features such as in-game purchases
- How to protect their privacy and personal data
- Recognising harmful online behaviour and influencers

Better Safeguarding Education

The programme now includes:

- Learning the correct names for body parts (an important safeguarding measure)
- Understanding risks in public places, near roads, railways and water

More Support for Emotional Wellbeing

Children will explore:

- Feelings linked to change, loss and bereavement
- Loneliness and how to seek support
- Ways to build resilience and emotional literacy

Modern Safety Issues

Jigsaw now covers topics that reflect children's real lives today, such as:

- Harmful online content

- Issues like misogyny and unhealthy online influence
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3. When will schools use the updated materials?

Jigsaw will have **all updated resources ready by Autumn 2025**, well ahead of the national deadline.

Schools using Jigsaw are already meeting many of the new expectations and can introduce changes gradually.

4. How will parents be involved?

The new guidance encourages strong communication with parents. Schools will:

- Share updated policies
- Explain what is taught and when
- Offer chances for parents to ask questions

You do not need to take any action now—schools will guide parents through the changes.

Key Message for Parents

Jigsaw PSHE has been carefully updated to make sure children learn in a safe, age-appropriate and supportive way. The changes help children understand the world around them, stay safe online and offline, and build the emotional skills they need to thrive.

Jigsaw PSHE: Summary for School Governors

Why Updates Were Needed

The DfE released **new statutory RSHE guidance in 2025**, which replaces the 2019 version. Schools must be fully compliant by **September 2026**

How Jigsaw PSHE Has Been Updated

1. Fully Aligned With 2025 RSHE Requirements

Jigsaw has comprehensively updated its PSHE 3–11 programme to reflect all new statutory expectations, including revised lessons, updated schemes of work, and new progression documents.

2. Strengthened Safeguarding and Online Safety

Jigsaw now includes the newly required content on:

- Online safety (gaming monetisation, scams, digital rights, privacy).
- Modern safeguarding risks such as toxic online influencers, misogyny, and AI deepfakes

3. Updated Health and Wellbeing Curriculum

The programme now incorporates:

- Teaching correct anatomical vocabulary for safeguarding.
- Lessons on grief, loss, loneliness, and emotional wellbeing.

4. New Focus on Personal Safety

The new RSHE guidance includes safety around roads, railways, water, fire, and public spaces. Jigsaw has embedded this content within its updated materials.

5. Continuing Emphasis on Emotional Literacy

The revised guidance's focus on emotional literacy and whole-school wellbeing aligns closely with Jigsaw's core approach, reinforcing its long-standing model.

6. Timeline and Compliance

- **Autumn 2025:** All Jigsaw materials will be fully updated and available to schools.
 - **Schools already using Jigsaw:** Are meeting most expectations and can transition smoothly.
 - **Full statutory compliance required by: September 2026.**
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7. Support for Schools

Jigsaw provides extensive support, including:

- Free webinars for leaders and governors explaining the changes.
- Clear mapping documents, updated schemes of work, and implementation guidance.
- Guidance for policy updates and stakeholder consultation.

Key Message for Governors

Jigsaw PSHE has made all necessary updates to ensure the school can meet the **new statutory RSHE expectations** confidently and on time. The scheme offers clear, structured support for leaders, teachers, governors, and parents to ensure a safe, compliant, and high-quality curriculum.

Jigsaw Content (including Relationships Education update) from September 2026



December 2025

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition



December 2025

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

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PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition