Secondary Policy

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Sex Education (RSE) and Health Education, statutory from September 2020)

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Publication date	February 2026
Review date	September 2026

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1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are:

- To enable children to understand and respect their bodies and be able to cope with the changes puberty brings
- To help children develop positive and healthy relationships, appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded
- To provide a framework in which sensitive discussions can take place

This policy reflects our school's overarching aims and objectives for our pupils, by supporting their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

2. Context

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

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

3. Policy Development

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

1. Review – _relevant members of staff collated all necessary information including relevant national and local guidance

2. Staff consultation – _all school staff (including Governors) were given the opportunity to review the policy and make recommendations

3. Parent/stakeholder consultation – _parents and any interested parties were invited to attend a presentation about the policy and were given the opportunity to ask questions

4. Pupil consultation – _small group discussion with a cross-section of pupils from years 7, 8 and 9

5. Ratification – _once amendments were made, the policy was shared with governors and ratified

4. Definitions

4a. Defining Comprehensive Relationships Education at Oakley School

1. The Department for Education defines Relationships Education as, *teaching the fundamental building blocks and characteristics of positive relationships, with reference to Families and People Who Care about me; Caring Friendships; Respectful Relationships; Online Relationships and Being Safe.* **See Appendix 1 for Relationships Education content as per the DfE Guidance.**

2. We believe comprehensive Relationships Education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

3. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures, and all children have the right to feel safe.

4. In addition, we believe comprehensive Relationships Education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and have the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

4b. Defining Health Education at Oakley School:

1. The Department for Education defines Health Education as *teaching the characteristics of good physical health and mental wellbeing*. At Oakley School, we believe to do this we must provide children with the information needed to make good decisions about their own health and wellbeing.

2. We believe it should enable them to recognise what is normal and what is an issue in themselves and others

3. We believe that if issues arise, children need to know how to seek support as early as possible from appropriate sources.

4. Effective teaching of Health Education will reduce stigma attached to health issues, particularly those to do with mental wellbeing. We aim to promote a safe environment which encourages openness to talk and share feelings, underpinning our overarching school values.

5. The Department for Education outlines that effective Health Education ensures that all children are prepared for both the physical and emotional changes that adolescence brings, including the teaching of puberty and key facts about the menstrual cycle.

See Appendix 2 for Health Education content as per the DfE Guidance.

4C. Defining Sex Education at Oakley School:

1. In our school, Sex Education is an opportunity to answer children's questions about where they came from; an opportunity to explore their own stories and to be clear about how a baby is conceived and born. We conclude that Sex Education refers to human reproduction.

2. We believe it is important for children to know the names and natural functions of their body, as reflected in the National Curriculum for Science. By teaching the correct terms for their private parts, children are proven to be safer from abuse.

3. Evidence states that a graduated, age- and stage-appropriate, spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts from becoming taboo and children from becoming embarrassed by the topic.

4. We believe it is the duty of our school to give our young people the knowledge that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

5. Sex Education is not about the promotion of sexual activity. we interpret Sex Education as 'Human reproduction and sexual behaviour' including:

- How human reproduction can happen (e.g. childbirth, sexual intercourse, IVF, surrogacy)
- Anatomy and biology (when linked to sexual activity)
- Sexual behaviours, risks, rights and responsibilities in a sexual relationship
- Sexual health and safer sex (e.g. contraception, sexually transmitted infections).

5. Menstruation and Well-being

1. The Department for Education sets out that all pupils should be taught key facts about the menstrual cycle.
2. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially children whose family may not be able to afford or will not provide sanitary products.
3. We recognise that period poverty exists in the UK and that some girls are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.
4. As part of these lessons all children will be told about menstruation and there will be discussion about what periods are, explanation of other symptoms associated with periods and how they can be managed hygienically and sensitively (as set out in the DfE Guidance).
5. As a school, we ensure that everyone is treated with respect and empathy particularly around changes that take place during puberty such as menstruation.
6. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.
7. In school we have free sanitary products, spare underwear and plastic bags. Children will be made aware of where these are kept and how they can be accessed through designated members of staff in the office, first aid and PE staff when required.

6. Curriculum

PSHE

At Oakley School, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development and well-being" aspects required under the Ofsted Inspection Framework Nov 2025. as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people. This includes:

- ensuring that the curriculum contributes to pupils' personal development and their SMS development
- supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique; this includes, but is not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010
- developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support that is available
- enabling pupils to recognise the dangers of using technology and social media inappropriately
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain
- an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day
- developing pupils' age-appropriate understanding of healthy relationships through relationships and sex education
- supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils

Oakley School also uses Votes for Schools, a bespoke tutor time and assembly programme, as well as external agencies to support the delivery of the PSHE and British Values.

7. Delivery of RSHE

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units), and these are taught across the school; the learning deepens and broadens every year.

At Oakley School, RSHE is taught through the final three puzzles (units) in our Jigsaw Scheme: entitled *‘’*, *'Relationships'* and *'Changing Me'*.

1. The Relationships and Changing Me units are covered in the summer term. Each year group will be taught appropriate to their age and developmental stage.
2. There are four main aims of teaching RSHE (See section 1)
3. Below is a summary of RSHE coverage within the Jigsaw scheme for each year group.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Oakley School we allocate at least one hour per week to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- Votes for Schools tutor time activity
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.
- Class tutors/ a dedicated PSHE Team deliver the weekly lessons.
- Each lesson has a one-hour timetabled slot each week.

8. Relationships and Sex Education

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like…it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships…

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect." *DfE Guidance page 25*

"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."
DfE Guidance page 15

The Sex Education Forum offers the following definitions:

"Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health."

"Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future."

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

9. Health Education

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves."

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover '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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced using the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

10. Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit withing the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

DfE Guidance page29.

At Oakley School we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

The grid in Appendix 1 shows which lessons cover which aspects of the DfE statutory outcomes and those in Appendix 5 that a child can be withdrawn from.

11. Roles and responsibilities

The Governing Body

The governing body has delegated the approval of this policy to the Headteacher.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

Staff

Class Teachers are responsible for:
Delivering RSHE in a sensitive and purposeful way

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Class teachers do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Curriculum Leader and Headteacher.
All Staff are responsible for:

- Modelling positive attitudes to RSHE
- Responding to the needs of individual pupils

12. Parents and Parental Rights to Withdraw

We believe that successful teaching around RSHE can only take place when parents and schools work in partnership to ensure children are equipped with the knowledge and understanding to enable them to grow up in a safe and happy environment to form healthy relationships.

All new parents to our school will be given information about the RSHE programmes we run as part of their induction to the school.

All information related to this policy can also be found on the school website or by contacting the school office.

Prior to delivering the RSHE units, we will send a letter to parents to inform them of the dates in which lessons will take place. If you have any questions, special circumstances we should be aware of, or would like any further information please contact your child's teacher in the first instance.

Parents do not have the right to withdraw their children from Relationships Education, Health Education or lessons included in the Science Curriculum (see Appendix 3)

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSHE, (as outlined in Appendix 5), *however*, we strongly encourage parents to read the consideration set out in Jigsaw's *RSHE Guidance for Parents* (see Appendix 5) before making this decision.

Requests for withdrawal should be put in writing using the form found in Appendix 8 of this policy and addressed to the Headteacher.

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

13. Training

Staff are trained on the delivery of RSHE as part of their induction and ongoing CPD

We maintain a close partnership with the RSHE Network, a component of Compass Warwickshire, to consistently review key themes and actively engage in their continuing professional development (CPD) initiatives.

The local authority and Jigsaw providers deliver ongoing support and training to all staff, which is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school to provide support and training to staff teaching RSHE. This includes training around safeguarding and answering children's questions age appropriately.

14. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must log concerns as soon as they are able via CPOMs; the school's electronic child protection software. In the event of a disclosure which a teacher considers to be serious and/or immediate teachers will consult with the Designated Safeguarding Lead and in her absence one of the Deputies (see Safeguarding Policy).
Visitors/external agencies which support the delivery of RSE will be required to sign in at Reception and always wear a visiting badge. They will not be permitted to be alone with a pupil; a member of teaching staff must be in the immediate vicinity.
Visitors are only invited in to deliver RSE with the approval of the Head of Department, the Line Manager and the Senior Leadership Team including the DSL.

15. Monitoring arrangements

The delivery of RSHE is monitored by the Subject Leader and SLT through:

- Learning walks
- Pupil interviews
- Book monitoring

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

Much of the work carried out in RSHE is through meaningful discussion and practical activities, but any work produced will be collated into PSHE books, as is the Protective Behaviours work. This acts as evidence of lesson content but also a clear documentation of the spiral curriculum.

This policy will be reviewed by Curriculum Lead and Headteacher every two years. At every review, the policy will be approved by the staff, Headteacher and Governing Body.

16. Inclusion and SEND

At Oakley School we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is personalised through 'adaptive teaching' by the classroom teacher supported when required by a teaching assistant.

The school will offer a bespoke programme and personalised interventions when deemed appropriate for students to allow them to access this part of the curriculum.

17. Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Oakley School we promote respect for all and value every individual student.
We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

Appendices

Appendix 1: Relationships Department for Education (DfE) Guidance

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Pupils should know • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Pupils should know • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

	• practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	Pupils should know

	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 2: Health Education Department for Education (DfE) Guidance

Schools should continue to develop knowledge on topics specified for primary as required <u>and in addition</u> cover the following content by the end of secondary:

Mental wellbeing	Pupils should know • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	Pupils should know • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and

	information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	Pupils should know • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	Pupils should know • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening.

	• the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	Pupils should know • basic treatment for common injuries. • life-saving skills, including how to administer CPR.[15] • the purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3: KS3 and KS4 National Curriculum for Science

KS3 – Year 7-9

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

KS4 – Year 10-11

Health, disease and the development of medicines

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- non-communicable diseases
- bacteria, viruses and fungi as pathogens in animals and plants
- body defences against pathogens and the role of the immune system against disease
- reducing and preventing the spread of infectious diseases in animals and plants
- the process of discovery and development of new medicines
- the impact of lifestyle factors on the incidence of non-communicable diseases.

Coordination and control

- principles of nervous coordination and control in humans
- the relationship between the structure and function of the human nervous system
- the relationship between structure and function in a reflex arc
- principles of hormonal coordination and control in humans
- hormones in human reproduction, hormonal and non-hormonal methods of contraception

Appendix 4: Jigsaw Programme: RSHE Puzzles (units)

Snapshot Jigsaw PSHE 11-16

(Updated August 2024)

Shows the summary of subject content in each Puzzle (unit)

Year / Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self expression, influences, body image

Appendix 5: Non-statutory Sex Education Guidance for Parents / Carers

Jigsaw guarantees that its PSHE Programmes for primary and secondary meet the statutory requirements for Relationships Education and Health Education at primary and RSE and Health Education at secondary in England.

This work sits within the Jigsaw whole-school approach to PSHE which has an emphasis on emotional literacy and mental health.

DfE guidance page 17, para.45 states:

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.'

This means schools need to define 'Sex Education' in their school policy and identify which lessons this content appears in.

If a parent's request to withdraw their child is granted, teachers then know which lessons these students will NOT be allowed to attend.

Jigsaw PSHE has developed lessons and resources that encourage Relationships Education and Sex Education to be delivered together so that sex education is always taught in the context of a healthy, supportive relationship. As we aim to deliver holistic learning, we would prefer all students to receive all the RSHE programme. Before granting a request for a student to be removed from the lessons including sex education it is good practice to discuss this request with parents to clarify the context, nature and purpose of the RSE lessons and to listen to their concerns about any of the content and their child's learning for this topic.

If a parent or carer confirms that a student should be removed from lessons including sex education, please use the definition and table below to help you to identify which lesson this would impact in line with your school definition.

We interpret Sex Education as 'Human reproduction and sexual behaviour' including:

- How human reproduction can happen (e.g. childbirth, sexual intercourse, IVF, surrogacy)
- Anatomy and biology (when linked to sexual activity)
- Sexual behaviours*, risks, rights and responsibilities in a sexual relationship
- Sexual health and safer sex (e.g. contraception, sexually transmitted infections).

*There are several topics within the Jigsaw PSHE 11-16 program that could be considered as sexual behaviour, link to sexual behaviour or invite questions from students that may require an answer that explores themes within sex education. The lessons that include these topics have not been identified as sex education as it is Jigsaw's belief that this learning is integral for young people to keep themselves safe, and to ensure that they are safeguarded. These topics are:

- Sexting

- Pornography – discussing of receiving unwanted images and online safety
- Consent (when mentioned outside of lessons that are explicitly about sexual relationships)
- Protecting the health of reproductive organs by screening (breast and testicular checking related to cancer. Testing for STIs is included as sex education).

A table identifying these lessons can be found at the bottom of this document.

Year group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
11+						2 – Having a baby 3 – Family relationships and choices 6 - Assessment
12+						4 – Pornography and understanding relationships 5 – Alcohol 6 - Assessment

13+	5 - Consent				2 – Assertiveness and saying no 3 – Pornography and its impact 4 – Contraception 5 - Consequences of unprotected sex 6 - Assessment	
14+		1 – Equality – what does it mean to me in the UK?		4 – STIs 5 – Safer sex 6 - Assessment	4 – Can you always believe what you see? 6 - Assessment	
15+	1 – Becoming an adult 2 – Relationships and the law 4 – Me, the internet and the law 6 – Assessment (workbook only)			2 – Staying safe in sexual relationships 3 – Hormonal health 4 – Contraception and sexual health 5 – Pregnancy and choice 6 - Assessment	1 – Intimate romantic relationships 6 - Assessment	

Appendix 6: Parent/Carer Form:

Request for withdrawal from Sex Education sessions within the Jigsaw Programme
One form per child

TO BE COMPLETED BY PARENTS

Name of child Class
Name of parent Date
Please indicate (tick) which session(s) you wish to withdraw your child from:
Year 7 – Changing Me
2 – Having a baby
3 – Family relationships and choices
6 - Assessment
Year 8 – Changing Me
4 – Pornography and understanding relationships
5 – Alcohol
6 - Assessment
Year 9 – Relationships
2 – Assertiveness and saying no
3 – Pornography and its impact
4 – Contraception
5 - Consequences of unprotected sex
6 - Assessment
Reason for withdrawing from sex education within the Jigsaw Programme:

Any other information you would like the school to consider

Parent signature

Agreed actions from discussion with parents

Signed and dated
Created: November 2025 M. Few
Reviewed: September 2026 M. Few
Next Review
September 2026 due to curriculum change or when legislation changes