ST IVES JUNIOR SCHOOL

'Learning together, free to fly'

Together we thrive in a nurturing,inspiring community,
Together we learn to succeed in an ever changing world.

PSHE, Relationships, Health and Sex Education Policy

Purpose
To provide an inclusive, carefully sequenced and safeguarding-led PSHE curriculum through the Jigsaw PSHE 3–11 model, so pupils develop the knowledge, skills and confidence to build healthy relationships, stay safe and thrive.

Document control

Policy control	Details
Policy owner	Ali Watts, Headteacher
Curriculum lead	PSHE/RSHE subject leader designated by the Headteacher
Approval body	Full Governing Body
Effective from	1 September 2026
Next review	September 2027, or sooner if guidance, the curriculum or school context changes
Curriculum model	Current licensed Jigsaw PSHE 3–11 programme, adapted for St Ives Junior School

Applies to	All pupils in Years 3–6 and all staff, governors and visitors involved in delivery

Key changes in this version

Change	What has been updated
September 2026 guidance	Rewritten for the revised statutory RSHE guidance that applies from 1 September 2026.
Current Jigsaw model	Uses the six-Puzzle, whole-school spiral model and requires staff to use current Jigsaw Portal resources rather than old lesson numbers or links.
Sex education boundary	Non-statutory primary sex education is identified within the Year 5 and Year 6 Changing Me content; the outdated Year 4 withdrawal lesson has been removed.
Withdrawal clarified	There is no right to withdraw from Relationships Education, Health Education, puberty or National Curriculum science; withdrawal applies only to identified sex-education content beyond science.
Parent transparency	Parents and carers receive advance information, may view materials and are consulted when the programme changes materially.
Safeguarding and inclusion	Adds clearer arrangements for disclosures, difficult questions, SEND, family diversity, protected characteristics and respectful factual teaching.
Updated health and online content	Includes vaping and nicotine products, online wellbeing, boundaries, unsafe contact, reporting abuse and current digital risks.
School curriculum	Places Jigsaw within the St Ives Junior School Roots and Wings Curriculum and retains weekly class teaching and class floor books.

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Key statutory boundary

Relationships Education and Health Education are compulsory. Puberty is part of statutory Health Education. Parents may withdraw a child only from identified primary

sex-education content that goes beyond National Curriculum science; the Headteacher must grant that request.

1. Purpose and scope

This policy explains how St Ives Junior School provides Personal, Social, Health and Economic Education (PSHE), statutory Relationships Education and Health Education, and the school's additional primary sex-education programme. It applies to Years 3–6 and forms part of the Roots and Wings Curriculum.

PSHE helps pupils develop as individuals, family members and members of their community. It supports safeguarding, personal development, behaviour, attendance, wellbeing and readiness for the opportunities and responsibilities of later life.

Jigsaw is the school's principal curriculum resource. The school remains responsible for what is taught, how it is sequenced and whether any resource is suitable for a particular class or pupil.

2. Aims and principles

Through this policy and curriculum, the school aims to help pupils:

- develop self-knowledge, confidence, resilience, emotional literacy and a sense of belonging;
- form and maintain caring, respectful and safe relationships, including online;
- recognise boundaries, unsafe situations, abuse and harmful behaviour, and know how to obtain help;
- understand physical and mental health, puberty, healthy choices and how to access support;
- respect difference and understand that families and relationships may take different forms;
- make informed, responsible decisions and understand the consequences of choices;
- develop economic awareness, citizenship and aspirations; and
- use accurate, age-appropriate vocabulary for bodies, feelings, relationships and safety.

Teaching will be factual, balanced, age-appropriate, inclusive and responsive to pupils' maturity and needs. It will never encourage pupils to disclose personal experiences publicly or treat any pupil as a representative of a group.

3. Legal and guidance framework

This policy reflects the law and guidance applying to maintained primary schools in England, including:

- the Education Act 2002 and the requirement for a balanced curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for later life;
- the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- the revised DfE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, applicable from 1 September 2026;
- Keeping Children Safe in Education and Working Together to Safeguard Children;
- the Equality Act 2010, including the Public Sector Equality Duty;
- the SEND Code of Practice: 0 to 25 years;
- the National Curriculum for science and computing; and
- current DfE guidance on behaviour, mental health, online safety and political impartiality.

Current guidance
The school will apply the version of law and statutory guidance in force at the time. If this policy conflicts with a later statutory requirement, the later requirement takes precedence and the policy will be reviewed.

4. The Jigsaw PSHE curriculum model

St Ives Junior School uses the current licensed Jigsaw PSHE 3–11 programme as a whole-school, spiral approach. All year groups study the same Puzzle each half term, with knowledge, vocabulary and skills deepening from Year 3 to Year 6. The school uses current resources, mapping and progression documents from the Jigsaw Portal and does not rely on superseded lesson numbers or archived links.

Each Puzzle normally contains six weekly lessons and is introduced through a whole-school launch or assembly where appropriate. Lessons use the Jigsaw Charter and a consistent sequence that includes connection, a short mindful Calm Me activity, explicit teaching, active learning and reflection.

Class teachers normally teach PSHE weekly, currently on Friday afternoons. Learning is reinforced through assemblies and collective worship, the SIJS Superpowers (Responsibility,

Resilience, Reflectiveness, Reciprocity and Resourcefulness), positive relationships, rewards, pastoral support and Wellbeing Champions.

Teachers review every lesson before delivery and adapt it for their pupils while preserving the intended learning. Adaptation may change examples, grouping, vocabulary, timing or support, but must not remove statutory content without agreement from the subject leader and Headteacher.

5. Curriculum content

Term	Jigsaw Puzzle	Main learning
Autumn 1	Being Me in My World	Identity, belonging, rights and responsibilities, learning behaviours, the Jigsaw Charter and contribution to class, school and wider communities.
Autumn 2	Celebrating Difference	Respect for difference, family diversity, stereotypes, prejudice, bullying including online bullying, bystander responsibility and seeking help.
Spring 1	Dreams and Goals	Aspirations, goal-setting, strengths, perseverance, teamwork, work and contribution to society, and learning from setbacks.
Spring 2	Healthy Me	Mental and physical health, healthy choices, sleep, nutrition, exercise, medicines, alcohol, tobacco, vaping and nicotine products, risk and first aid.
Summer 1	Relationships	Families, friendships and other relationships, communication, conflict, consent and permission, boundaries, loss and bereavement, online relationships and help-seeking.
Summer 2	Changing Me	Change, body image, puberty, menstrual wellbeing, transition and, in Years 5 and 6, the school's identified non-statutory sex-education content.

The six Puzzles do not operate in isolation. Statutory outcomes are revisited across Puzzles and also supported through science, computing, PE, safeguarding education and the wider Roots and Wings Curriculum.

5.1 Curriculum coverage and current priorities

The subject leader maintains a current mapping showing where statutory outcomes are taught and revisited. Planning includes:

- families and people who care for pupils, caring friendships and respectful relationships;
- online relationships, privacy, healthy use of technology, harmful content and contact, misinformation, pressure and reporting;
- personal boundaries, appropriate and unsafe contact, secrets and surprises, permission and consent in age-appropriate contexts;
- recognising emotional, physical and sexual abuse and knowing that abuse is never the victim's fault;

- mental wellbeing, emotions, self-care, loneliness, bullying and how to seek early support;
- physical health, activity, food, sleep, hygiene, dental health, sun safety, illness, immunisation and basic first aid;
- facts and risks relating to medicines, alcohol, tobacco, vaping, nicotine products and other harmful substances; and
- puberty, menstruation, changing bodies and transition to secondary school.

6. Teaching and learning

PSHE is normally taught by the class teacher because trusted relationships and knowledge of the class support effective learning. Staff establish a safe climate through the Jigsaw Charter, including respect, listening, the right to pass and appropriate confidentiality.

- Use accurate, inclusive and age-appropriate language, including correct names for body parts where relevant.
- Distinguish facts and law from beliefs or opinions, and present contested matters in a balanced and impartial way.
- Use distancing techniques, fictional examples and anonymous questions so pupils are not asked to share private experiences.
- Make reasonable adjustments and pre-teach vocabulary or concepts where this supports pupils with SEND, language needs or prior vulnerabilities.
- Check resources, videos, visitors and links before use. Jigsaw materials may be adapted where required by this policy, safeguarding or the needs of the class.
- End sensitive lessons by reminding pupils how to seek help from a trusted adult in school and at home.

Visitors may enrich learning but do not replace the teacher. The school checks their suitability, materials and intended learning in advance. A member of school staff remains present and responsible for the lesson.

7. Relationships and Health Education

Relationships Education is compulsory for all primary pupils. Health Education is compulsory in state-funded schools. The school teaches the statutory building blocks through Jigsaw and across the curriculum. There is no parental right to withdraw from either subject.

Pupils learn that families may include, for example, single parents, same-sex parents, grandparents, kinship carers, adoptive or foster families. Teaching focuses on the care,

stability, commitment and safety children need, while recognising that some pupils' family experiences may be difficult.

Equality teaching is integrated at an age-appropriate point rather than restricted to a single lesson. It teaches respect and the law, challenges stereotypes and bullying, and does not promote any particular lifestyle or ask pupils to adopt a belief.

Puberty, including physical and emotional changes and menstrual wellbeing, is statutory Health Education. Relevant human reproduction is also taught through National Curriculum science. These areas are not subject to withdrawal.

8. Primary sex education

Sex education beyond the science curriculum is not compulsory in primary schools. The DfE nevertheless recommends a programme tailored to pupils' age, physical and emotional maturity. St Ives Junior School provides this so pupils can move to secondary school with accurate knowledge, fewer misconceptions and the confidence to seek help.

For this policy, non-statutory primary sex education means age-appropriate teaching about how a baby is conceived and born that goes beyond National Curriculum science. It is taught within the Jigsaw Changing Me Puzzle in Years 5 and 6 using the current school-approved Jigsaw resources.

Year-group position
The school does not designate Year 4 Jigsaw content as non-statutory sex education. The former reference to a Year 4 'Having a baby' withdrawal lesson has therefore been removed. Puberty and body-change learning continues in an age-appropriate way and is statutory Health Education.

Before the Changing Me Puzzle, the school will confirm the exact Year 5 and Year 6 content, intended learning and materials to parents and carers. Lesson titles and sequencing may change when Jigsaw updates its programme, so the school identifies content by learning outcome rather than relying on a fixed lesson number.

9. Parents' right to withdraw

A parent or carer may request that their child is withdrawn from some or all of the school's non-statutory primary sex education. In a primary school, the Headteacher must grant the request. The school will:

- invite the parent or carer to discuss the request, explain the curriculum boundary and consider any questions, while making clear that attendance is not a condition of granting withdrawal;
- confirm in writing the identified Year 5 or Year 6 lesson content from which the pupil will be withdrawn;

- provide purposeful, appropriate education and suitable supervision during the withdrawn lesson;
- avoid stigmatising the pupil or disclosing the family's decision unnecessarily; and
- keep an accurate record and allow the parent or carer to change the decision at any time.

There is no right to withdraw from:

- Relationships Education;
- Health Education, including puberty and menstrual wellbeing;
- National Curriculum science, including relevant human life-cycle and reproduction content;
- safeguarding teaching about body ownership, privacy, boundaries, unsafe contact, abuse, online safety and reporting; or
- other PSHE content that is not non-statutory sex education.

10. Equality, inclusion and SEND

The school complies with the Equality Act 2010 and makes the curriculum accessible to every pupil. Teaching reflects the reality and diversity of pupils' lives without making assumptions about family, culture, religion, disability, sex, sexual orientation or gender reassignment.

- Materials and examples will avoid stereotyping and will show a respectful range of families and roles.
- Staff will challenge sexism, misogyny, homophobia, racism, disability discrimination and other prejudice or bullying.
- Religious and non-religious beliefs will be treated respectfully. Pupils may learn that people hold different views, while expectations for safety, dignity and non-discrimination remain clear.
- Where contested matters arise, staff will distinguish established facts and law from opinion and comply with political impartiality duties.
- Pupils with SEND may need adapted resources, repeated teaching, concrete language, visual support, smaller groups or individual safety planning.
- Adaptation will not lower safeguarding expectations or deny a pupil access to essential knowledge.

11. Safeguarding and sensitive questions

PSHE and RSHE may help a child recognise harm or prompt a disclosure. Staff must follow the Child Protection and Safeguarding Policy, listen calmly, avoid leading questions, never promise secrecy, record the concern accurately and report it immediately to the Designated Safeguarding Lead.

Questions are answered honestly, briefly and at an age-appropriate level. Staff may use an anonymous question box. A question may be deferred if it is beyond the planned curriculum, appears personal, could identify a child, or needs safeguarding advice. The teacher will explain that the question has been heard and arrange a safe response or signpost the pupil to a parent, carer or trusted adult where appropriate.

Staff do not ask pupils to describe sexual activity, personal abuse, family circumstances or other private experiences in front of the class. If a question or comment indicates possible harm, the safeguarding procedure takes priority over the lesson plan.

If a current local or online risk means pupils need protective teaching sooner than shown in the normal map, the Headteacher and DSL may authorise age-appropriate teaching. Parents will be informed of the content and materials unless doing so would create a safeguarding risk.

12. Parents, pupils and transparency

The school works in partnership with parents and carers while retaining responsibility for providing the statutory curriculum. It will:

- publish this policy free of charge on the school website;
- consult parents and carers when the policy or programme changes materially;
- provide advance information about the Changing Me Puzzle and all identified non-statutory sex-education content;
- enable parents and carers to view curriculum materials, including Jigsaw resources, through a practical school-arranged process that respects copyright and safeguarding;
- explain how questions, withdrawal, SEND adaptation and safeguarding concerns are managed; and
- make reasonable arrangements for parents and carers who need information in another format or language.

Pupil voice informs evaluation and adaptation. Pupils may comment through discussion, surveys, School Council, floor books and other age-appropriate methods. Consultation does not transfer responsibility for curriculum decisions away from the school and governing body.

13. Assessment, monitoring and review

Assessment is proportionate and supports learning rather than testing private beliefs or experiences. Teachers use Jigsaw's formative and summative assessment approaches, observation, pupil reflection, discussion and work in class Jigsaw floor books. Individual evidence may also be recorded where useful.

The subject leader monitors:

- curriculum coverage, progression and use of current Jigsaw Portal materials;
- planning, floor books and other evidence of learning;
- pupil voice and whether pupils know how to seek help;
- teaching quality, staff confidence and training needs;
- access, participation and outcomes for pupils with SEND and other groups;
- parent feedback, withdrawal requests and complaints; and
- safeguarding themes and emerging local or online risks, using anonymised information.

Findings and actions are reported to the Headteacher and governing body. The policy and curriculum are reviewed at least annually and sooner when statutory guidance, Jigsaw materials, safeguarding intelligence or the needs of pupils change.

14. Roles and responsibilities

Role	Core responsibility
Governing body	Approve and review the policy; ensure legal duties, parent consultation, resources, inclusion and monitoring arrangements are effective; provide respectful challenge.
Headteacher	Ensure implementation, approve the curriculum and visitors, grant primary withdrawal requests, resolve difficult curriculum decisions and report assurance to governors.
PSHE/RSHE subject leader	Maintain mapping and resources; support staff; lead consultation and monitoring; check Jigsaw updates; coordinate parent information and evaluate impact.
DSL	Advise on sensitive content, vulnerabilities and local risks; respond to disclosures; ensure safeguarding routes and staff knowledge are effective.
Teachers	Plan from current resources, create a safe learning climate, adapt access, teach intended content, assess learning, answer questions appropriately and report concerns.
Visitors	Follow the agreed brief, school policy and safeguarding procedures; use pre-approved materials; work under the responsibility of a school employee.
Pupils	Follow the Jigsaw Charter, listen respectfully, use agreed vocabulary, avoid personal disclosures in class and seek help when worried.

Parents and carers	Engage with information and consultation, raise questions promptly, support respectful learning and notify the school of relevant needs or concerns.

15. Concerns and complaints

Curriculum questions should first be raised with the class teacher or PSHE/RSHE subject leader. Unresolved concerns may be raised with the Headteacher and then through the school's Complaints Policy. Safeguarding concerns must be reported immediately through the safeguarding procedure and must not wait for the complaints process.

Appendix A - Staff delivery checklist

Before teaching a sensitive Jigsaw lesson, staff should confirm:

- I am using the current Jigsaw Portal lesson and the school's current curriculum map.
- I understand the intended learning, statutory status and whether the lesson contains identified non-statutory sex education.
- Parents have received any required advance information and I know which pupils, if any, are withdrawn.
- I have reviewed every resource, link and activity and made appropriate SEND and safeguarding adaptations.
- The Jigsaw Charter, right to pass and limits of confidentiality will be clear.
- I will not ask pupils for personal disclosures and I know how I will manage anonymous or difficult questions.
- I know which trusted adults and support routes to remind pupils about.
- I know how to report a disclosure or concern to the DSL immediately.
- I will record the learning in the class floor book and note any curriculum follow-up required.

Appendix B - Governor assurance questions

- Is the published policy current, school-specific and reviewed at least annually?
- Can leaders show how every statutory Relationships and Health Education outcome is taught and revisited?
- Are current Jigsaw resources used, reviewed and adapted rather than followed uncritically?

- Is the boundary between statutory content and Years 5–6 non-statutory sex education clear to staff and families?
- Are parents informed in advance, able to view materials and consulted on material changes?
- Are withdrawal requests granted and recorded correctly, with purposeful alternative education?
- Can pupils with SEND access essential safeguarding and health knowledge?
- Do pupils know how to report worries, unsafe contact and abuse, including online?
- What do monitoring, pupil voice, floor books and safeguarding themes show about impact and gaps?
- What training, resources or actions are required before the next review?

Appendix C - Related policies and current references

Related school policies and curriculum documents

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour and Anti-Bullying Policies
- Equality information and objectives
- SEND Policy and Accessibility Plan
- Science and Computing curriculum documentation
- Mental Health and Wellbeing arrangements
- Staff Code of Conduct
- Complaints Policy
- Roots and Wings Curriculum overview and PSHE progression map

Primary external references

DfE: revised RSHE statutory guidance - guidance applicable from 1 September 2026

DfE: Relationships Education (primary) - primary curriculum and withdrawal summary

Keeping Children Safe in Education - current statutory safeguarding guidance

Equality Act 2010: advice for schools - DfE equality guidance

SEND Code of Practice: 0 to 25 years - statutory SEND guidance

Jigsaw PSHE 3–11 - official programme overview

Jigsaw: PSHE 3–11 updated for the 2025 RSHE guidance - provider's update summary

Jigsaw parent portal - information for parents and carers

References checked: 27 August 2026. The school will use the current version of each source and the current licensed Jigsaw Portal materials when implementing this policy.