



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Name of school	St Nicholas C of E Primary School
Date of policy	September 2025
Member of staff responsible	Rosie Osborne
Review date	November 2026

Context

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

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

This policy fulfils the statutory requirement that schools publish a Relationships and Sex Education policy, presented here within the wider context of our whole-school Personal, Social and Health Education (PSHE) provision.

PSHE

At St Nicholas C of E Primary School, we teach Personal, Social, Health Education (PSHE) as a whole-school approach to support the development of our children as confident, resilient individuals and to enhance their learning capacity and wellbeing.

We use MyHappyMind as our core PSHE programme. This evidence-based programme provides a structured and progressive curriculum that supports children's mental health, emotional wellbeing, self-esteem, resilience, positive relationships and learning behaviours. MyHappyMind delivers approximately 70% of the PSHE curriculum, with a strong focus on emotional literacy, self-regulation, mindfulness, friendship, communication skills, confidence, and personal responsibility.

To ensure that the full breadth of statutory PSHE, including all requirements for Relationships and Health Education, is comprehensively covered, we supplement MyHappyMind with targeted lessons from the Jigsaw PSHE programme alongside carefully selected contributions from external agencies and specialist providers. These additional elements address the remaining areas of the PSHE curriculum (approximately 30%), including aspects of Relationships Education, online safety, health education, puberty and safeguarding themes that require explicit coverage.

This blended delivery model ensures that our PSHE provision remains fully compliant with statutory guidance, whilst maintaining a strong focus on mental wellbeing and personal development. Together, these programmes ensure consistency, progression and breadth across the PSHE curriculum.

Our PSHE provision supports the “Personal Development” and “Behaviour and Attitudes” judgements within the Ofsted Inspection Framework and makes a significant contribution to the school’s Safeguarding and Equality duties, promotion of British Values, and delivery of SMSC (Spiritual, Moral, Social and Cultural) development for all pupils.

Statutory Relationships and Health Education

The Department for Education’s statutory guidance confirms that:

- Relationships Education is compulsory for all primary schools.
- Health Education is compulsory for all state-funded schools.

Schools must ensure these subjects are delivered as part of a broad and balanced curriculum to support children’s personal development, wellbeing, and safety both online and offline. Schools are responsible for determining how the statutory content is organised and taught, provided that teaching is clearly sequenced, age-appropriate and enables all pupils to meet the required learning outcomes.

The statutory guidance recognises that children are growing up in a complex and rapidly changing world. Relationships and Health Education are designed to provide pupils with the key foundations for developing healthy, respectful relationships, understanding physical and mental wellbeing, staying safe, and managing their lives in a positive, responsible way. The knowledge, skills and attributes gained through this learning support pupils’ wellbeing and attainment and prepare them to become confident, responsible members of society.

All schools are required to have a written policy for Relationships Education and RSE.

Curriculum Delivery at St Nicholas C of E Primary School

At St Nicholas C of E Primary School, we recognise the vital role that PSHE plays in supporting children’s holistic development. Our PSHE curriculum empowers pupils to understand and respect themselves, develop resilience and empathy, build positive relationships and apply their learning to everyday life.

We deliver statutory Relationships and Health Education through a blended PSHE curriculum model using:

- MyHappyMind as our core wellbeing programme (covering approximately 70% of PSHE curriculum), and
- Selected lessons from the Jigsaw PSHE programme, alongside input from specialist outside agencies where appropriate, to ensure full and explicit coverage of the remaining statutory content (approximately 30%).

This approach ensures that all statutory requirements for Relationships and Health Education are fully met, while maintaining a strong focus on mental wellbeing and character development.

To support progression and continuity, the PSHE curriculum is designed as a spiral programme, where learning is revisited and deepened throughout each stage of primary education.

Curriculum mapping is used to monitor coverage of all statutory outcomes. The documents “MyHappyMind PSHE and RSE mapping document” and “Jigsaw 3-11 and Statutory Relationships and Health Education” continues to support planning and evidence how statutory PSHE and RSHE outcomes are met through targeted provision within our blended curriculum model.

This combined approach ensures pupils receive:

- High-quality mental wellbeing education,
- Age-appropriate and medically accurate health education,
- Comprehensive relationships education rooted in dignity, respect and inclusion,

all delivered in a manner consistent with our school's Christian ethos, Church of England guidance, and the Equality Act (2010).

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The My Happy mind Programme and the Jigsaw Programme are aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

They are also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" [Relationships, Sex and Health Education | The Church of England](#) and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)). [Layout 1 \(churchofengland.org\)](#).

What Do We Teach and Who Teaches It?

At St Nicholas C of E Primary School we allocate a session of PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
Weekly PSHE lessons are delivered by class teachers to their own classes.

Lessons are reinforced through:

- Collective worship
- School reward systems and behaviour expectations
- The Learning Charter
- Daily relationships and positive connections across the school community.

My Happy Mind progression map:

	EYFS SEN Foundation	KS1 Years - 1 & 2 P 3/4 SEN 1 & 2	Lower KS2 - Year 3 and 4 P 4/5 SEN 3 & 4	Upper KS2 - Years 5 and 6 P 6/7 SEN 5 & 6
Features	myHappyMind music embedded in lessons myHappyMind stories shared Module characters Group learning and activities shared Provision enhancements	myHappyMind music embedded in lessons Module characters Journals (including characters) to record reflections	myHappyMind mini videos embedded Module characters Journals (including characters) to record reflections	Module symbols Journals (without characters) to record reflections Y6 Additional module to support high school transition
Meet Your Brain	What the brain looks like The role of the brain The importance of looking after our brain	Learning about key parts of the brain What happens in their brain when they feel different emotions The benefits of calming strategies	Key parts of the brain and how they work How to support their brain when feeling different emotions Creating positive habits	The science behind the brain in more detail and understand how to react positively Use calming strategies independently
Celebrate	How Character Strengths make us unique and special Celebrate differences	Learn the 5 Character Strengths Identify their Character Strengths Celebrate others' Character Strengths	Identify Character Strengths in different scenarios Develop their Character Strengths	The importance of identifying Character Strengths in themselves and others How Character Strengths help in different situations How Character Strengths can support them through transition
Appreciate	What appreciation is How to show gratitude	What we should appreciate The benefits of showing gratitude	Develop the skill of gratitude The benefits of giving and receiving gratitude	The brain's reaction to giving and receiving gratitude at a deeper level Creating daily habits of gratitude How gratitude can help them through tough times
Relate	The importance of listening to others How to develop good listening skills	What relate means Celebrate differences in others What Active Listening is	Looking at different perspectives The importance of friendships The benefits of Active Listening	How to build successful friendships Skills needed to actively listen How relationships can support them through transition
Engage	What Goal Setting is Why goals are important	What it means to engage How to set goals	How to develop the skills of perseverance and resilience Reflect on goals whether they are achieved or not	Individual and team goals How to remain engaged with goals Independently create goals and know the steps and strategies needed to achieve these

Jigsaw units covering RSE:

Summer 1:	Relationships	Includes understanding friendship, family 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

Protective Behaviours

In addition to the Jigsaw PSHE curriculum, at St Nicholas C of E Primary School, we also deliver the Protective Behaviours Programme from Reception to Year 6.

Protective Behaviours is a practical down-to-earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection.

Protective Behaviours is a framework for personal safety consisting of two Themes and seven Strategies. The first theme 'We all have the right to feel safe all the time' incorporates the concepts of 'Rights and Responsibilities', 'Safety' and 'Early Warning Signs'. The second theme 'We can talk with someone about anything, even if it feels awful or small' develops the concept of personal 'Networks' of support.

Over the course of the year, each year group will deliver their four Protective Behaviours lessons. For Years 1 to 6, the lessons are delivered alongside our Jigsaw PSHE curriculum in the Autumn and Summer Term. Reception will deliver all of their four lessons in the Autumn term.

Year group	Term	Protective Behaviours Content
Reception – Year 6 (All years)	Autumn 1	Renew network hand and trusted adults Rights and responsibilities
Reception – Year 6 (All years)	Autumn 2	Safe and unsafe feelings Secrets
Reception – Year 6 (All years)	Spring 1	Revisit networks and using them

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

The DfE statutory guidance for Relationships Education requires that pupils in primary schools learn about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

By the end of primary school, pupils should securely understand and be able to apply learning across these areas.

At St Nicholas C of E Primary School, Relationships Education is delivered through our whole-school PSHE provision using MyHappyMind as our core programme for promoting mental wellbeing, resilience, self-awareness, and positive relationships. MyHappyMind covers a substantial proportion of the PSHE and relationships curriculum (approximately 70%), particularly in the areas of emotional wellbeing, friendship, respectful relationships, self-regulation, confidence, communication, and resilience.

To ensure that all statutory requirements for Relationships and Health Education are fully met, MyHappyMind is supplemented by selected lessons from the Jigsaw PSHE programme, which is used to fill any curriculum gaps. This blended approach allows us to maintain the strong mental health focus of MyHappyMind whilst ensuring that 100% of the statutory Relationships Education outcomes outlined in the DfE guidance are explicitly taught.

The mapping document "Jigsaw 3-11 and Statutory Relationships and Health Education" demonstrates how Jigsaw lessons cover all statutory outcomes and is used by the school to support curriculum planning and progression. Learning from both programmes is sequenced across the year so that key themes are revisited and deepened in a spiral model, reinforcing children's understanding and application of knowledge and skills.

While dedicated Relationships lessons deliver most of the statutory content, many outcomes are also taught and reinforced across other PSHE units and wellbeing sessions. For example, themes relating to diversity, inclusion, identity, family structures, and empathy are explored through both MyHappyMind modules and Jigsaw lessons. This holistic approach ensures learning is embedded across the curriculum rather than isolated to specific lessons.

Parents should be aware that the Church of England states in Valuing All God's Children (2019) that Relationships and Sex Education should:

"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality, and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account, and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world." (p.34)

In line with this guidance, the Relationships Education curriculum at St Nicholas C of E Primary School is inclusive, faith-sensitive, and rooted in dignity and respect for all families and individuals. Children are encouraged to value themselves and others as unique and made in God's image, while learning to form healthy, respectful relationships in an increasingly diverse society.

Health Education

The DfE statutory guidance requires that by the end of primary school, pupils should have received education across the following key areas:

- 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 statutory outcomes for each of these areas are outlined later in this policy.

At St Nicholas C of E Primary School, Health Education is delivered through a blended PSHE curriculum, with MyHappyMind forming the core wellbeing programme and targeted lessons from the Jigsaw PSHE scheme used to ensure that all statutory requirements are fully met.

MyHappyMind provides strong coverage of the Mental Wellbeing strand through whole-class lessons and daily practices that develop emotional literacy, resilience, mindfulness, positive thinking, empathy, and social skills. These elements form the *foundation of children's ability to recognise emotions, manage feelings, seek support, and build healthy relationships.*

To ensure complete statutory provision across all strands of Health Education—including online safety, substance education, physical health, first aid and personal hygiene—we utilise selected lessons from the Jigsaw programme alongside guidance and sessions delivered by specialist outside agencies where appropriate. This targeted approach ensures that the content which is not directly addressed within MyHappyMind (approximately 30% of the PSHE curriculum) is fully and clearly taught.

Teaching about puberty is a statutory element of Health Education under the 'Changing adolescent body' strand. This learning is delivered through the Jigsaw 'Changing Me' unit, ensuring age-appropriate, medically accurate, and sensitive coverage that prepares pupils for the physical and emotional changes of adolescence.

Curriculum mapping is used to ensure that all statutory requirements are covered. The Jigsaw 3–11 and Statutory Relationships and Health Education mapping document continues to support planning to demonstrate how statutory outcomes are met through our blended PSHE approach, alongside the wellbeing provision delivered through MyHappyMind.

This joined-up model allows learning to be revisited and reinforced in a spiral manner across the primary years, ensuring progression, depth, and consistency while maintaining a strong focus on mental health and emotional wellbeing.

Sex Education

Department for Education guidance confirms that while Relationships Education and Health Education are statutory at primary level, Sex Education is not compulsory. However, the guidance recommends that schools provide a carefully considered programme of sex education tailored to the age, physical development, and emotional maturity of pupils, in order to prepare them for the physical and emotional changes of adolescence.

Sex education should ensure that pupils:

- Understand the human life cycle, as outlined in the National Curriculum for Science.
- Are prepared for the physical and emotional changes associated with puberty.
- Learn, in an age-appropriate and medically accurate way, how a baby is conceived and born.

At St Nicholas C of E Primary School, we believe it is important that children receive accurate, sensitive and age-appropriate information about human reproduction before they leave primary school. We define Sex Education as the teaching of human reproduction, including conception and birth, and this content is delivered through a combination of our Science curriculum and selected lessons from the Jigsaw PSHE programme.

Our core wellbeing programme, MyHappyMind, supports children's emotional readiness for this learning by developing self-awareness, resilience, and confidence. Where necessary to meet full statutory and recommended content requirements, Jigsaw materials are used to ensure pupils receive structured, medically accurate information that complements and extends learning from science and wellbeing lessons.

Teaching is delivered in a faith-sensitive, inclusive and respectful way, consistent with Church of England guidance and the school's Christian ethos. Lessons promote self-respect, dignity, and respect for others while providing children with the knowledge they need to navigate growing up safely and confidently.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At St Nicholas C of E Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by including the upcoming unit on the curriculum newsletter.

How My Happy Mind Aligns with a C of E Ethos

The myHappyMind program is grounded in neuroscience and positive psychology and focuses on building mental health habits, resilience, self-esteem, and positive relationships. These principles are generally seen as complementary to a C of E ethos, which emphasizes:

- **Positive Relationships:** The myHappyMind module "Relate" focuses on the importance of positive relationships, active listening, and seeing things from different perspectives, which aligns with Christian values of kindness, respect, and community.
- **Individual Value and Self-Esteem:** The "Celebrate" module helps children understand their unique character strengths, which fits with the C of E value of recognizing that every child is individually valued and created.
- **Wellbeing and Resilience:** The overall goal of the program to build resilience and self-regulation skills supports the holistic development of children (mind, body, and spirit), which is a key aspect of a C of E school's mission.

How does the ethos and teaching content of Jigsaw support Church of England schools in delivering RSE?

Jigsaw encourages all schools to approach RSE in a faith sensitive way. This approach will enable children to understand and appreciate differences of faith and other communities. The children will be taught to cherish themselves and others as unique and wonderfully made and to form healthy relationships. (See Appendix 1).

Equality

This policy underpins the school's Equality Plan and ensures that our provision for Relationships, Sex and Health Education (RSHE) and PSHE fully reflects our commitment to respect, dignity and the legal rights of all pupils.

Legal and statutory context

- As required under the Equality Act 2010, schools must not unlawfully discriminate against pupils because of any protected characteristic – including sexual orientation and gender reassignment. [GOV.UK+1](https://www.gov.uk/government/consultations/equality-act-2010-guidance)
- The latest statutory guidance for RSHE (2025) reiterates that RSHE teaching must comply with equality legislation and must not amount to harassment or discrimination. [GOV.UK](https://www.gov.uk/government/consultations/equality-act-2010-guidance)
- Schools must ensure teaching is age-appropriate, sensitive, and inclusive, and that the content does not discriminate against any pupil. [GOV.UK+1](https://www.gov.uk/government/consultations/equality-act-2010-guidance)

Our Approach at St Nicholas C of E Primary School

At St Nicholas, we uphold the principle that every child is uniquely valued and deserves to be respected, consistent with our Christian ethos and the teaching of the Church of England.

- Our RSHE/PSHE curriculum is designed to meet the needs of all pupils, whatever their background, identity or family context, treating everyone with dignity, fairness and compassion.
- We aim to foster a school culture rooted in respect, empathy and inclusion, where diversity is acknowledged and valued, and where discrimination or prejudice – including homophobic, biphobic or transphobic behaviour – is not tolerated.
- We respect the rights of pupils, staff and families to hold religious or other beliefs, and recognise that in some cases these beliefs may differ from aspects of RSHE content. Our delivery is therefore faith-sensitive and balanced, providing factual, legally accurate information while acknowledging different faith-based perspectives.

Teaching About Protected Characteristics and Diversity

The 2025 RSHE guidance confirms that pupils should learn about all protected characteristics – including sexual orientation and gender reassignment – by the end of their secondary education. [GOV.UK+1](#)

- Primary schools are encouraged to include discussion of different family types (e.g. families with same-sex parents) when exploring “families and people who care for me”. [GOV.UK+1](#)
- In teaching RSHE, we ensure that any content relating to LGBTQ+ identities or relationships is fully integrated into the curriculum, not delivered as a single stand-alone lesson, consistent with statutory expectations. [GOV.UK+1](#)
- When discussing these topics, we provide age-appropriate, factually accurate and legally correct information (e.g. about the law on discrimination, rights under the Equality Act) and emphasise values of respect, kindness and dignity for all. [GOV.UK+1](#)

Safeguarding, Bullying and Inclusion

- We have robust anti-bullying policies in place that explicitly cover homophobic, biphobic and transphobic (HBT) bullying or prejudice. Our whole-school ethos makes clear such behaviour is unacceptable. This aligns with guidance from the Church of England’s published advice for schools. [Sir Robert Geffery’s School+1](#)
- Pupils are taught how to report incidents, and are assured that any concerns reported will be dealt with respectfully, consistently and seriously.
- Our curriculum provides regular opportunities to explore identity, self-esteem, diversity and empathy, helping pupils to appreciate difference, challenge stereotypes and build positive relationships based on mutual respect.

Balancing Faith Sensitivity and Legal / Equality Obligations

We recognise that as a Church school some members of our community (pupils, staff or families) hold deeply held religious beliefs. Our approach ensures that:

- We respect those beliefs and provide space for faith-based discussion and reflection.
- At the same time, we meet our legal obligations under the Equality Act 2010 and statutory RSHE guidance, ensuring that all pupils – regardless of protected characteristic – receive inclusive, respectful education.
- Teaching is delivered in a balanced, respectful and sensitive manner, acknowledging different perspectives while safeguarding the dignity and rights of every individual.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’



How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?

In November 2019, the Church of England published Principles and a Charter entitled "Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools". The document set out several key principles and then provides a Charter which schools can use. This document sets out how both the ethos and teaching content of Jigsaw PSHE support Church of England schools in delivering RSHE in light of this document.

Church of England Key Principles	Jigsaw PSHE
Church of England schools should ensure that their RSHE curriculum protects, informs and empowers all pupils. It should ensure that children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others (SIAMS schedule page 11). It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.	Jigsaw is a unique, spiral, progressive and effective scheme of work for Personal, Social, Health Education (ages 3-16) aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this everchanging world. The Jigsaw Charter enables all children to develop the skills to express their own views without fear of judgement by others and supports children in making their own decisions about their choices in life. Explicit lessons on influences and pressures coupled with the underpinning mindfulness philosophy and ever present valuing of the individual mean Jigsaw promotes this Church of England principle.
The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England Primary Schools. Primary Schools can decide whether they wish to choose to teach some aspects of Sex Education. In Church of England Secondary Schools, Relationships, Sex and Health Education will be taught. Where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'	Jigsaw PSHE provides bespoke teaching and learning materials for both primary and secondary schools for the teaching of all RSHE. For Primary Schools, support is offered in the form of training and resources to aid open communication with parents so that they can make an informed decision about their right of withdrawal.

We encourage all schools to approach RSHE in a faith -sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should give dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

Jigsaw PSHE encourages schools and teachers to couch their teaching of sensitive issues and their language in a sensitive and age-appropriate manner, whilst still delivering the specified content.

For more information on how Jigsaw PSHE complies and supports the Equality Act of 2010, see our article at <https://www.jigsawpshe.com/jigsaw-articles-3-11/>

(Equality Act 2010. Available at www.legislation.gov.uk/ukpga/2010/15/contents)



THE CHURCH OF ENGLAND CHARTER FOR FAITH-SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

The Church of England Charter states that the school will commit:	Jigsaw PSHE:
To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.	Jigsaw positively promotes working with parents and carers. Within the Community Area of our website (password access is given to our schools) there are resources and leaflets for parents and carers explaining Jigsaw PSHE in general and the RSHE materials specifically. PSHE leaders and other school stakeholders can pay a nominal fee to attend regional RSHE training, and PowerPoints and resources are provided free of charge on the Community Area to support schools in hosting parent information workshops. Schools can request that a Jigsaw Consultant co-host this for an additional fee.

That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.	As detailed above, training is offered for PSHE leaders to then train their staff and run parent information workshops, or Jigsaw consultants can come into school to train staff and/or co-host for parents. This will always be carried out in liaison with the school as to which aspects of the sex education the school has chosen to teach, and which materials they have chosen to use.
That RSHE will be delivered in an inclusive way that gives dignity, respect to all that make up our wonderfully diverse society, including the LGBT+ community. It will be taught in a way that is sensitive to the faith and beliefs of those in the wider school community and will seek to fairly explain the tenets and varying interpretations of religious communities on matters of sex and relationships. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.	Jigsaw provide a downloadable PDF document which explains how Jigsaw sensitively educates children aged 3-11 about LGBTQ relationships. This leaflet is intended for Parents and Carers of children attending Primary Schools that teach using Jigsaw, the mindful approach to PSHE / Health and Well-being, as part of the curriculum. The document clearly explains what is taught about LGBTQ relationships during lesson-time and how Jigsaw PSHE supports the school in meeting its statutory curriculum obligations regarding education, safeguarding, relationships and health education for 3-11 year-olds. This work is done in the context of <i>valuing every child and every child's family context.</i>
That RSHE will seek to build resilience in our pupils to help them form healthy relationships and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.	Throughout Jigsaw PSHE, the focus is on healthy relationships. This is evident in our teacher training as well as the materials that the children will encounter in their lessons. Influences such as peers, media and the internet and its contents are discussed, and children are allowed and encouraged to form their own moral standpoint about the dangers of being compelled to behave in any way by outside influences. Children are taught how to be assertive and resist such pressures, enhancing their resilience and ability to stay safe and get help if needed.

That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school and develop character and virtues such as honesty, integrity, selfcontrol, courage, humility, kindness, forgiveness, generosity and a sense of justice. It will encourage relationships that are hopeful and aspirational.	Although non - denominational in character, the values embedded within Jigsaw PSHE fully embrace and support those shared by Church of England schools. The morals, ethical discernment and care for each other and the world that children learn throughout the Jigsaw Programmes can align with Church of England Christian values. Aspects that all children work on within the first unit of the year (Being Me in My World) require them to examine their own beliefs in what is right and wrong and how to be a good friend. Within a church school setting, this could easily be linked to the Christian virtues listed. This is continued throughout the year and is very evident in the Relationships unit and in the Weekly Celebration theme highlighting a behaviour or attitude linked to specific values. For further details about the support Jigsaw provides for character and values, see our article <i>"How do Jigsaw Programmes (including Jigsaw, the mindful approach to PSHE 3-16, Resilience and Engagement Scale and Toolkit and Jigsaw Families) support the 2018 SIAMS inspection framework?"</i>
That RSHE will be based on honest and medically accurate information based on reliable sources of information, including about the law and legal rights. It will present a positive view of human sexuality. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.	Jigsaw PSHE has bespoke teaching and learning materials and resources which support teachers in ensuring the factual nature of RSHE is accurate. We regularly update our materials and these updates are free of charge to our schools.
To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have SEND but recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.	All Jigsaw PSHE units (Puzzles) come with suggested activities and differentiation for pupils with SEND. In saying that, the safe ethos of the Jigsaw classroom (with the use of the Jigsaw Charter) will ensure that every child has the right and chance to speak and be heard. The openended and discursive nature of the lessons ensures that those children with SEND will still be able to access the materials and outcomes as appropriate, but teachers will need to be responsible for differentiating to <i>meet their students' needs.</i>

To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

The scenarios contained within the second edition of Jigsaw PSHE ages 3-16 ensure that teachers can discuss and select those most appropriate to their pupils. All topics listed within the Charter are addressed age-appropriately and can be discussed at parent workshops. There is a particular focus on on-line safety , safeguarding and relationships. Throughout.



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