



Personal, Social, Health Education and Relationships Sex and Health

Name of school: Hawthorn Community Primary School

Date of policy: May 2026

Member of staff responsible: Mrs Ashley O'Keefe

Review date: May 2027

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.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

PSHE

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

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's 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 "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, 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 children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except

independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Hawthorn Community Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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 Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The PSHE subject leader is responsible for the organisation of RSE at Hawthorn Community Primary School. RSE is delivered through several areas of the curriculum, e.g. science, but is taught explicitly through the 'Jigsaw' scheme of work for PSHE and through assemblies.

Where RSE is taught within the curriculum, it will be delivered by the class teacher and therefore is usually within a mixed gender class. Assemblies are usually delivered by the Headteacher or Deputy Headteacher. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum.

In years 1-6, the Jigsaw scheme of work is delivered on a two-yearly cycle, linked into how the mixed age classes operate so that over the course of the two years the children will cover all aspects of RSE from that phase. Each year, the pupils will cover the theme “Changing Me” and “Relationships”.

Whilst many aspects of RSE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

The Six Jigsaw Puzzles:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (see Sex Education below).

At Hawthorn School we allocate one hour 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, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Relationships Education

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

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

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 see Appendix 3.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

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

Health Education in primary 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 3-11 and Statutory Relationships 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 the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced using the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

At Hawthorn Community Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

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

At Hawthorn Community 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). It is also covered in the Science curriculum. In Upper Key Stage 2, the PSHE units add more detail beyond the Science curriculum.

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with Ashley O'Keefe (PSHE Subject Lead), Jayne Tinto (DHT) or Emma Jacox (HT). This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

FOR MORE INFORMATION ABOUT OUR PSHE CURRICULUM FOR HEALTH EDUCATION SEE APPENDIX 1

The school will inform parents of this right by curriculum forecast letters as well as a letter with this policy and information of the unit the term the Changing Me unit is being taught.

On an annual basis, Hawthorn Community Primary School consult with parents which gives parents the opportunity to view and comment on the policy, resources and lesson content. Hawthorn will also endeavour to conduct pupil voice surveys on an annual basis. These will be used as part of the annual review of this policy.

Parents do not have the right to withdraw their children from relationships, health and science education.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring and Review

The governing body monitors this policy on an annual basis. The governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

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 Hawthorn Community Primary School we promote respect for all and value every individual child. We also respect the right of our children, 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 Relationships, Health and Sex Education.

Teaching vulnerable pupils and those with SEND

All children cover the following units annually as part of a wider PSHE curriculum:

- Protective Behaviours
- Speak Out, Stay Safe – NSPCC
- PANTS – this is for children in KS1 and EYFS and some children with SEND
- Zones of Regulation

Where teachers feel necessary, teaching and resources will be adapted, as appropriate, to address the needs of these children, for them to have full access to the content of sex and relationship education. Where teachers feel that children's emotional needs cannot be met within whole class teaching, they may be referred to a short course of work with our Family Support Worker or a member of the teaching assistant team within the phase. If children are worried about friendships or relationships, both at school and at home, they can ask our family support worker for support or use the worry boxes in class to ask their teacher for help. Additional relationship teaching is provided to children with an EHCP through bespoke intervention programmes. The school also involve outreach services to support children to learn about healthy relationships if required. Advice from professionals, including social workers, is taken when undertaking work with children who have experienced trauma.

Policy Review

This policy is reviewed annually.

Date Approved:	May 2026
Date of next review:	May 2027

APPENDIX 1 – Changing Me Curriculum Overview

EYFS Changing Me

Weekly Celebration	Jigsaw piece	Objectives
Understand that everyone is unique and special.	1. My Body	<ul style="list-style-type: none">I can name parts of my body
Can express how they feel when change happens.	2. Respecting my body	<ul style="list-style-type: none">I can tell you some things I can do and foods I can eat to be healthy
Understand and respect the changes that they see in themselves	3. Growing Up	<ul style="list-style-type: none">I understand that we all grow from babies to adults
Understand and respect the changes that they see in other people	4. Fun and fears Pt1	<ul style="list-style-type: none">I can express how I feel about moving to year 1.
Know who to ask for help if they are worried about change	5. Fun and fears Pt2	<ul style="list-style-type: none">I can talk about my worries and/or the things I am looking forward to about being in year 1.
Are looking forward to change	6. Celebration	<ul style="list-style-type: none">I can share my memories of the best bits of this year in Reception.

KS1 Changing Me (Cycle A 2025 – 2026/ Cycle B 2026 -2027)

Weekly Celebration	Jigsaw piece	Objectives
Understand that everyone is unique and special	1A. Life cycles	<ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is ok.
	1B. Life cycles in nature	<ul style="list-style-type: none"> I can recognise cycles of life in nature. I understand that there are some changes that are outside my control and can recognise how I feel about this.
Can express how they feel when change happens	2A. Changing me	<ul style="list-style-type: none"> I can tell you some things that have changed and some things about me that have stayed the same. I know that changes are ok and that sometimes they will happen whether I want them or not.
	2B. Growing from young to old	<ul style="list-style-type: none"> I can tell you about the natural processes of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.
Understand and respect the changes that they see in themselves	3A. My changing body	<ul style="list-style-type: none"> I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.
	3B. The changing me	<ul style="list-style-type: none"> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.
Understand and respect the changes that they see in other people	4A. Boys' and girls' bodies	<ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for private body parts: penis, testicles, vulva, anus. I respect my body and understand which parts are private.
	4B. Boys' and girls' bodies	<ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina) and appreciate that some parts of my body are private. I can describe what I enjoy about being a boy or girl whilst understanding that we are all different.
Know who to ask for help if they are worried about change.	5A. Learning and growing	<ul style="list-style-type: none"> I understand that every time I learn something new I change a little bit. I enjoy learning new things.
	5B. Assertiveness	<ul style="list-style-type: none"> I understand that there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.
Are looking forward to change	6A. Coping with changes	<ul style="list-style-type: none"> I can tell you about changes that have happened in my life. I know some ways to cope with changes.
	6B. Looking ahead	<ul style="list-style-type: none"> I can identify what I am looking forward to when I am in my next class. I can start to think about changes I will make when I am in my next class and know how to go about this.

LKS2 Changing Me (Cycle A 2025 – 2026/ Cycle B 2026 -2027)

Weekly Celebration	Jigsaw piece	Objectives
Understand that everyone is unique and special	1A. How babies grow	<ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between birth to fully grown and that in mammals, it is the female who has the baby. I can express how I feel when I see babies or baby animals.
	1B. Unique me	<ul style="list-style-type: none"> I understand that lots of things make up a person's identity and this is what makes them unique. I can describe that I have choices about developing my own identity and interests as I grow up and these will contribute to who I am.
Can express how they feel when change happens	2A. Outside body changes	<ul style="list-style-type: none"> I understand that boys' and girls' bodies need to change so that when they grow up, their bodies can make babies. I can identify how girls' and boys' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings.
	2B. Puberty and menstruation	<ul style="list-style-type: none"> I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
Understand and respect the changes that they see in themselves	3A. Inside body changes	<ul style="list-style-type: none"> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with those feelings.
	3B. Being part of a family	<ul style="list-style-type: none"> I know there are many types of family and that often our family members form part of our inner circle. I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty. I recognise that sometimes I may feel anxious about growing up and this is natural and can identify people who can support me with this.
Understand and respect the changes that they see in other people	4A. Keeping ourselves clean	<ul style="list-style-type: none"> I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy. I know some simple ways of keeping clean which can keep me healthy and protect me from some infections. I have started to think about the ways to keep my body clean as I grow up and how I feel about this.
	4B. Circles of change	<ul style="list-style-type: none"> I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me.

Know who to ask for help if they are worried about change.	5A. Family stereotypes	<ul style="list-style-type: none"> • I can start to recognise stereotypical ideas I might have about parenting and family roles. • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
	5B. Accepting change	<ul style="list-style-type: none"> • I can identify changes that have been and may continue to be outside of my control that I learn to accept. • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
Are looking forward to change	6A. Looking ahead	<ul style="list-style-type: none"> • I can identify what I am looking forward to when I move to my next class. • I can start to think about changes I will make next year and know how to go about this.
	6B. Looking ahead	<ul style="list-style-type: none"> • I can identify what I am looking forward to when I move to a new class. • I can reflect on the changes I would like to make next year and can describe how to go about this.

UKS2 Changing Me (Cycle A 2025 – 2026/ Cycle B 2026 -2027)

Weekly Celebration	Jigsaw piece	Objectives
Understand that everyone is unique and special	1A. Self and body image	<ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that. I know how to develop my self-esteem.
	1B. My self image	<ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem
Can express how they feel when change happens	2A. Puberty for girls	<ul style="list-style-type: none"> I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me.
	2B. Puberty	<ul style="list-style-type: none"> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty.
Understand and respect the changes that they see in themselves	3A. Puberty for boys	<ul style="list-style-type: none"> I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.
	3B. Babies conception to birth	<ul style="list-style-type: none"> I can describe how a baby develops from conception through the 9 months of pregnancy and how it is born. I can recognise how I feel when I reflect on the birth of a baby.
Understand and respect the changes that they see in other people	4A. Conception	<ul style="list-style-type: none"> I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need help from doctors to have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways.
	4B. Boyfriends and girlfriends pt 1	<ul style="list-style-type: none"> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean having a girlfriend/boyfriend I understand that respect for one another is essential in a girlfriend/boyfriend relationship and I should not feel pressured into doing something I don't want to.
	4B. Adolescent friendships pt 2	<ul style="list-style-type: none"> I know myself well enough to maintain positive relationships with others whilst still keeping my own identity. I can be assertive when appropriate.
Know who to ask for help if they are worried about change.	5A. Looking ahead	<ul style="list-style-type: none"> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. I am confident that I can cope with the changes that growing up will bring.
	5B. Real self and ideal self	<ul style="list-style-type: none"> I am aware of the importance of a positive self esteem and what I can do to develop it. I can express how I feel about my self image and how to challenge negative body talk.
Are looking forward to change.	6A. Looking ahead	<ul style="list-style-type: none"> I can identify what I am looking forward to when I move to my next class.

	6B. Transition to secondary school	<ul style="list-style-type: none"> • I can start to think about changes I will make next year and know how to go about this. • I can identify what I am looking forward to and what worries me about the transition to secondary school or my next class. • I know how to prepare myself emotionally for the changes next year.
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See Appendix 4 with the detailed overviews of other units covered.

APPENDIX 2: Sample Letter for right to withdraw from Sex Education (UKS2)

Date

Dear Parents and Carers,

This term as part of our Relationship, Health and Sex Education we will be covering the changing me unit from our Jigsaw scheme. This unit covers elements related to sex education and incorporates the following themes:

- Explaining that sexual intercourse can lead to conception and that is how babies are usually made.
- Describing how a baby develops from conception through the nine months of pregnancy, and how it is born.

Along with a general understanding, vocabulary will be introduced to help pupils understand what is happening to their changing bodies as they become teenagers. We feel that preparing pupils for the changes that they face is of the utmost importance and focused education of facts will enable them to feel prepared and properly informed. Parents and carers have the right to withdraw their child from sex education sessions if they feel it is not an appropriate time for their child to learn about such themes. If you are wanting to withdraw your child from taking part in sex education sessions please write a letter to the Head Teacher Mrs Emma Jacox to ensure we have enough time to put in place alternative provision. If you have any further questions about the content of these sessions, please speak to your child's class teacher.

Thank you for your continued support,

Appendix 3 – Relationships and Physical Health Overview

[jigsaw-pshe-3-11-rshe-2026-mapping-document-april-2026.pdf](#)

Appendix 4 – PSHE Curriculum Snapshot coverage

[Microsoft Word - PSHE 3-11 Knowledge Content Snapshot Overview V1](#)