

RSHE Parent Consultation

Thursday 25th June 2026

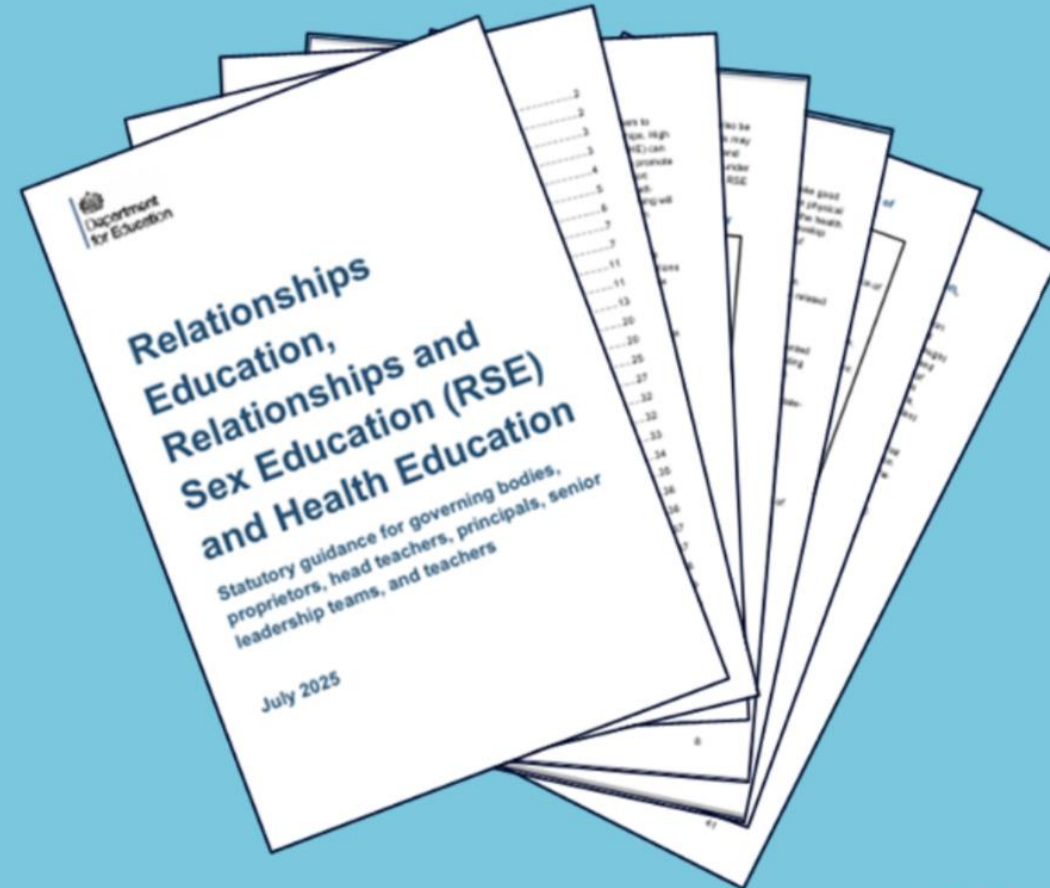
DfE RSHE GUIDANCE (2025)

What do schools have to teach?

For **Primary schools**, the guidance is split into 2 main sections:

- **Relationships Education** (with further guidance on Sex Education)
- **Health and Wellbeing Education**

Becomes statutory in September 2026



Main Changes

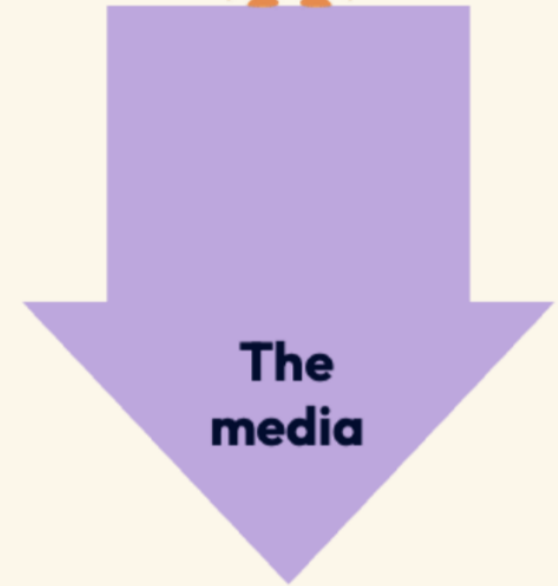
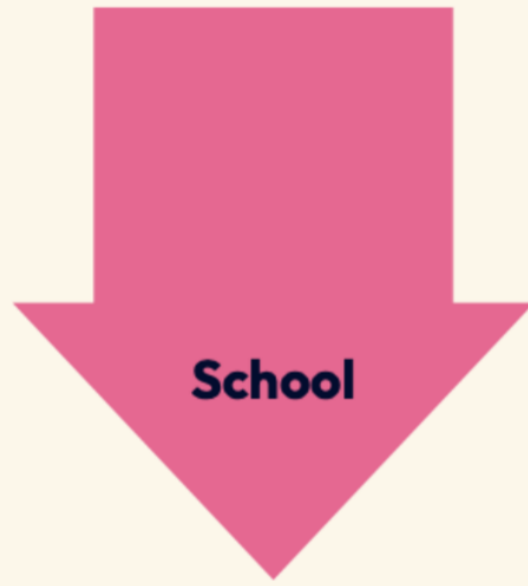
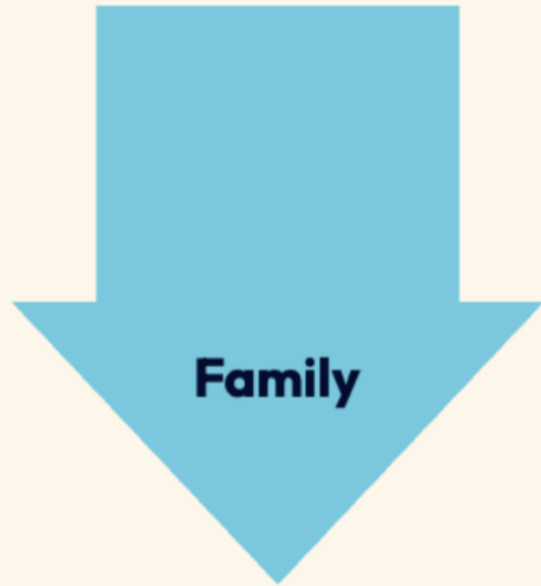
- **More focus on online safety** – helping children understand social media, online risks, harmful content, and how to stay safe online.
- **Teaching healthy relationships more clearly** – including respect, consent, boundaries, and recognising unhealthy or abusive behaviour.
- **Stronger emphasis on safeguarding** – helping pupils know when something is wrong and how to get help from trusted adults or services.
- **Introduction of personal safety** - around water, roads, and railways.
- **Updated content for modern issues** – such as online misogyny, harmful online influences, deepfakes, and other digital-age challenges.
- **More mental health education** – including understanding emotions, wellbeing, bullying, and where to find support.
- **Use of correct biological terms** when teaching about bodies and puberty.
- **Primary schools** continue to focus mainly on relationships, safety, and health; sex education is still not compulsory in primary schools, although schools are encouraged to teach age-appropriate content in later primary years.

The **Jigsaw PSHE** scheme is currently used by **over 6,500 schools** across more than **65 countries**. In the UK alone, it reaches an audience of over 2 million children, and the program grows by roughly 1,000 schools every year

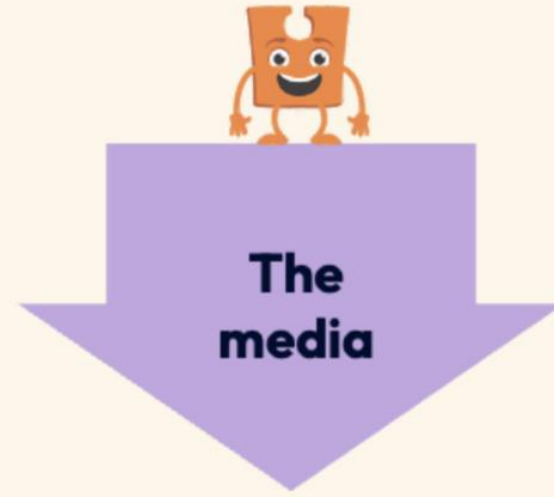


WHERE DO CHILDREN TODAY LEARN ABOUT RELATIONSHIPS?

Today's world is very different to when we were young.



REMEMBER...



When it comes to relationships, **children's heads are not empty** – they may have picked up inaccurate information, myths and half-truths from lots of different sources.

Our focus should be on **building healthy attitudes and positive relationships**, so children can make good decisions later in life and become kind, caring adults.

We mustn't let our adult knowledge of relationships and sex prevent us **seeing things from a child's perspective**.

WHAT DO ALL JIGSAW LESSONS PROVIDE FOR YOUR CHILD?



- Safeguarding
- Age-appropriate content
- Accurate information e.g. names for body parts



- A safe and supportive environment
- The chance to ask questions
- The chance to discuss common issues and worries
- The chance to see and celebrate what healthy, respectful relationships look like



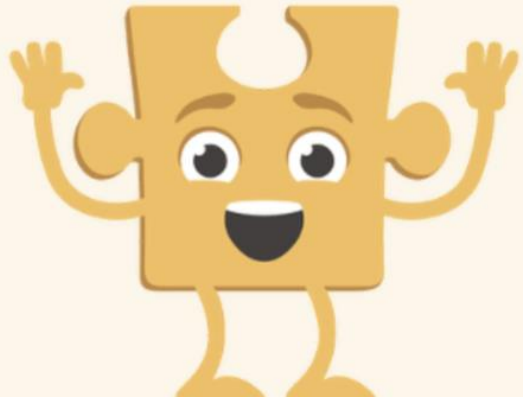
- How to recognise when relationships are not healthy
- Where to find out more
- Where to get help



RELATIONSHIPS EDUCATION: THE AIMS

‘The focus for primary relationship education should be on teaching the skills and knowledge that form the **building blocks of all positive relationships**, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.’

(Guidance para 24)



STATUTORY RELATIONSHIPS CONTENT



✓ Families and people who care for me

✓ Caring friendships

✓ Respectful , kind relationships

✓ Online safety and awareness

✓ Being Safe

✓ *Sex Education (non-statutory)*

‘Primary relationships education should be anchored in an understanding of positive relationships but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online.’

(Guidance para 27)

‘Building children’s understanding and skills at primary is essential for preparing them for more complex content at secondary.’

(guidance para 25)

SEX EDUCATION IN PRIMARY SCHOOLS

Sex education is learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts.

Sex education is **not** learning about different types of sexual activity.



SEX EDUCATION IN PRIMARY SCHOOLS

‘Sex Education is not compulsory in primaries, and parents have the right to withdraw their children from sex education as part of RSHE, **but we recommend that primaries teach sex education in years 5 and/or 6.**’

(Guidance para 30)

Our school will be delivering sex education lessons in line with the guidance as we feel they are an important part of high-quality relationships education for children.

DEVELOPING BODIES: WHAT CHILDREN WILL LEARN



Curriculum content related to puberty and menstruation should be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

(Guidance para 39)

Statement 1

About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

Statement 2

The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

Statement 3

The facts about the menstrual cycle, including physical and emotional changes. Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Proposals Move to Year 4

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. How Babies Grow	FPWCFM: 1, 2, 3, 4	GW: 3, 4 DB: 1	-Added teaching about different family types and what matters is babies having adults who love and care for them	This lesson explores changes from birth to adulthood in animals and humans, establishing that in mammals it is the female who has the baby. Children examine baby animal pictures and discuss emotional responses, then identify what babies cannot do for themselves and why parents provide devoted care. The lesson acknowledges diverse family structures, emphasising that whilst females give birth, males often play important caring roles, and what matters most is that babies have adults who love and care for them regardless of family composition.	Male Female Changes Birth Animals Babies Mother Growing up Family Care		I understand that in animals and humans lots of changes happen from 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
2. Outside Body Changes	RKR: 8 BS: 2, 3, 6, 7	GW: 3, 4, 5, 8 DB: 1, 2	-Updated and moved from Piece 3 -Extended charter with additional rules -Added emotion vocabulary list -Extended content on seeking support	This lesson introduces puberty as the gradual collection of changes transforming children's bodies into adult bodies, focusing on external physical changes. Children explore which changes they can and cannot control, understanding that physical puberty changes occur naturally at different times and paces for each person. Through body outline activities, children identify which physical changes apply to girls, boys, or both, learning vocabulary for body parts and discussing their feelings about growing up.	Main Vocabulary Change Puberty Control Breasts Pubic hair Penis Testicles	Emotion Vocabulary Excited Nervous Curious Unsure Frightened Anxious	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 boys' and girls' 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
3. Inside Body Changes	BS: 2, 3, 6, 7	GW: 3, 4, 8, 9 DB: 1, 2	-Updated and moved from Piece 4 -Vocabulary split into two lists (main and emotion) -Added: Scrotum -New slides 16-20 with updated male/female reproductive system graphics -Updated slide images.	This lesson explores internal reproductive changes during puberty, explaining how boys' and girls' bodies prepare for making babies when grown up. Children learn about the male reproductive system including penis, testicles, scrotum and sperm production, and the female reproductive system including ovaries, eggs, womb and vagina. The lesson emphasises that puberty starts between ages 8-15, usually earlier for girls, and that everyone experiences it differently. Children express feelings about these changes and understand that trusted adults can provide support and advice as they've been through puberty themselves.	Main Vocabulary Puberty Male Female Testicles Scrotum Sperm Penis Ovaries Egg Ovum/Ova Womb/Uterus Vagina	Emotion Vocabulary Excited Nervous Curious Unsure Frightened Anxious	I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up	Recognise how I feel about these changes happening to me and know how to cope with these feelings

Separate Puberty Lessons

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Unique Me	FPWCFM: 1, 3 RKR: 8	GW: 1 DB: 1	-New lesson and learning intentions (same title) -Completely restructured from genetics/conception focus to identity and personal development -New vocabulary focused on identity development rather than biological inheritance	Children explore what makes each person unique, beginning with the concept that no two fingerprints are identical. They learn that identity is shaped by multiple factors: characteristics inherited or learned from families (such as physical traits, languages, cultural traditions and values), personal choices (hobbies, interests and activities), skills developed through practice, and experiences throughout life. The lesson emphasises that whilst we inherit and learn some aspects of who we are from our families, we also have increasing power to make choices that shape our developing identity. Children create visual representations of their own identity, celebrating what makes them unique whilst recognising the positive influences of both family and personal choices in becoming who they are.	Identity Choices Hobbies Interests Skills Self-respect Proud Values Unique Characteristics Personality	I understand that lots of things make up a person's identity and this is what makes them unique	I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am
2 Puberty and Menstruation	BS: 2, 3, 7	GW: 3, 4, 9 DB: 1, 2, 3	-Lesson moved from P3 and updated -Lesson on having a baby removed -Extended Jigsaw charter for puberty lessons -Renamed lesson from "Puberty for Girls" to "Puberty and Menstruation" -Added charter extension slides -Updated vocabulary -Added teaching about period discomfort being normal but shouldn't prevent activities, and when to see a doctor	Children learn how the female body changes internally during puberty to enable reproduction, understanding that menstruation is a natural monthly process. They explore the menstrual cycle, learning about ovaries, eggs, the womb lining and how this results in a period. The lesson introduces different period products including menstrual towels, tampons, period pants and menstrual cups, explaining their purpose and use. Children understand that whilst periods are a normal part of puberty, the age when they begin varies and some discomfort is natural, though significant pain should be discussed with a doctor. The lesson emphasises that talking to trusted adults about puberty-related worries is important and provides strategies for managing both physical and emotional changes during this time.	Puberty Menstruation Menstrual Cycle Periods Menstrual Cup Sanitary towel (menstrual towel, panty liner, period pad) Period Pants Fallopian Tube Period Product Tampons Vagina Vulva Ovaries Hormone Womb	I can describe how a girls' 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

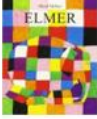
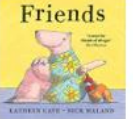
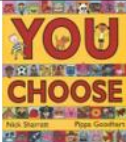
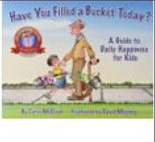
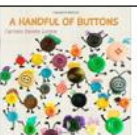
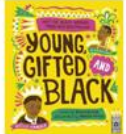
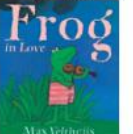
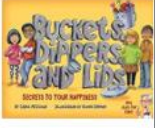
Non-Statutory Sex Education Lessons Year 6

3. Puberty for boys	BS: 7	GW: 3, 4, 5, 8, 9 DB: 1, 2	-Extended Jigsaw charter for puberty lessons -Updated images that could be used in place of animation for schools not wishing to use them. -Small tweaks to resources throughout to bring up to date, (including quiz) and removed content that may be more likely to be close to a school's definition of sex education -'Ejaculation' removed from activity sheet allowing easier choice to remove this from lesson (is now only in animation H as part of sex education)	This lesson focuses on physical and emotional changes boys experience during puberty. Children learn about the male reproductive system including testicles, scrotum, epididymis and penis, understanding how testosterone triggers puberty changes such as sperm production, voice deepening, facial and body hair growth, and increased muscle development. The lesson explains erections and wet dreams as natural aspects of male puberty, emphasising individual variation in timing and development. Children create leaflets for younger pupils addressing common worries about puberty, helping them consolidate their understanding whilst developing empathy. The lesson acknowledges that hormonal changes affect emotions and mood swings for both boys and girls, reinforcing the importance of talking to trusted people about feelings and concerns.	Puberty Sperm Semen Testicles/Testes Scrotum Erection Wet dream Larynx Facial hair Growth spurt Hormones Testosterone	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
4. Conception <i>Non-statutory Sex Ed</i>	FPWCFM: 1, 2, 4, 5 RKR: 5 BS: 3, 7 Sex Education	DB: 1, 2	-Changed learning intention -Updated references from IVF to broader "fertility treatment" to be more inclusive -Some new images -Added content on consent and where to go for support and accurate information	This sex education lesson teaches children how babies are conceived through sexual intercourse whilst acknowledging alternative routes to parenthood. Children explore different types of relationships and use diamond ranking to prioritise considerations before having a baby, discussing factors like financial stability, loving relationships and readiness for responsibility. The lesson explains conception as the fertilisation of an egg by sperm during sexual intercourse, emphasising this occurs between consenting adults in loving relationships, with the age of consent being 16 in England. Children learn that contraception exists as a way to prevent pregnancy and that there are fertility treatments for those who need medical assistance to conceive. Through card sorting activities, children consolidate understanding of pregnancy development over nine months, learning about the embryo's growth in the womb connected via umbilical cord. The lesson ensures all children feel valued regardless of how they were conceived.	Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Contraception Fertility treatment	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways

Remove Babies Conception to Birth

3. Babies: Conception to Birth <i>Non-statutory Sex Ed</i>	FPWCFM: 1 Sex Education	GW: 3, 4 DB: 1, 2	-Extended Jigsaw charter for puberty/sex ed lessons -Updated teaching notes throughout to emphasise that mother's body grows and changes with baby -Added new t about who to talk to if children have questions, reinforcing support sources	This sex education lesson teaches children about conception through to birth, and if possible it is recommended as a two-hour session or split across two lessons. Children discover facts about foetal capabilities including hearing, responding to light and recognising voices as part of the nine-month pregnancy journey as babies develop from embryo to foetus, connected to the mother through the placenta and umbilical cord. Children learn about labour, contractions and birth through the vagina, and that some babies are born by Caesarean sections. Activities include sequencing conception to birth cards and discussing the mixed emotions parents experience, from joy and pride to exhaustion and anxiety, helping children appreciate the miraculous yet commonplace nature of human reproduction.	Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4. Boyfriends and Girlfriends	CF: 1, 2, 4, 7 RKR: 1, 2, 3, 4, 5, 6, 8, 9, 11 OSA: 1, 4, 5 BS: 1, 2, 3, 5, 6, 7	GW: 3, 4, 5, 7, 9 WO: 1, 2, 4, 5, 8, 10, 11	-Updated discussion about card sorting to explicitly ask if boys and girls might sort differently and explore gender-based pressures. -Enhanced explanation about sexting and loss of control over personal information -Added new content directing to sources of help if experiencing	This lesson explores romantic relationships and the responsibilities that accompany physical attraction, addressing the issue of sexting. Children consider reasons why people might want romantic relationships, distinguishing between positive motivations and peer pressure. Through a story, children learn about consent, respect and the permanent nature of digital content. The lesson explains that sharing intimate images of minors is illegal and prosecutable regardless of gender, and that true consent must be voluntary rather than pressured. Children develop understanding of healthy relationship boundaries whilst identifying where to access support if they experience pressure or need guidance about relationships.	Attraction Relationship Pressure Love Sexting Consent	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend	I understand that respect for one another is essential in a boyfriend/ girlfriend relationship, and that I should not feel pressured into doing something I don't want to
4a. Adolescent Friendships (alternative to Piece 4)	CF: 1, 2, 3, 4, 5, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 8 OSA: 3 BS: 7	GW: 1, 3, 4, 5, 6, 8, 9 WO: 2, 5, 7, 9	-Revised teaching to emphasise that being on one's own sometimes is preferable to compromising values, and that spending time alone is natural and healthy -Updated explanation about gaining respect through assertiveness and finding authentic friendships by being true to oneself -Content on who to talk to if new or changing friendships are difficult	This alternative Piece 4 lesson focuses on maintaining personal identity and values within friendships during adolescence, particularly as children transition to larger school environments. Children identify core values and beliefs they would never want to compromise due to peer pressure and discuss whether unanimous agreement matters when individual conviction is strong. The lesson addresses the reality that close friends may not always be physically present in new school settings, challenging children to consider how they might maintain their principles without immediate peer support. Through assertiveness practice and scenario work, children learn diplomatic ways to disagree whilst maintaining self-respect, understanding that sometimes being alone temporarily is better than compromising core values. The lesson emphasises that standing firm on important issues often gains respect from peers and that healthy relationships support mental health.	Independence Identity Values Relationships Pressure Adolescent Compromise	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity	I can be assertive when appropriate

Our RSHE Books

	It's good to be different	Gender Stereotyping	Families	Feelings	Relationships	Positive Self Image
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						
Assembly	