



# Relationships, Sex Education (RSE) and Healthy Lifestyles

at St Matthew's Church of England Primary School

Following a consultation with parents in 2020, we have been using the Jigsaw scheme of work to support our PSHE and RSE teaching at St Matthew's.



- Jigsaw consists of six half-term units of work, each containing 6 lessons.
- Each year group studies the same unit at the same time (at their own level). This enables whole-school learning themes and clear progression through the school.

The 6 areas covered are:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy me
- Relationships
- Changing Me

# Jigsaw supports our school's Christian values and ethos...



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”. Jigsaw’s ethos and lesson plans support Church of England schools in delivering RSHE in light of this document.

## Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)*

*I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

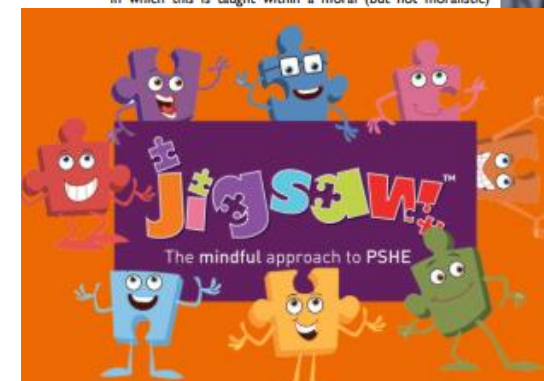


All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

### Some key principles

The Church of England’s Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches<sup>2</sup>, especially in relation to LGBT+ people, which provide helpful context and principles for schools.

Church of England schools should ensure that their RSHE<sup>1</sup> curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic)



elements of sex education in their  
Relationships and Sex Education and Health



- **Our aim is that PSHE lessons are taught predominantly by class teachers, who understand and are sensitive to the needs of their individual classes.**

**In April 2021 the Government introduced - Statutory Guidance for Relationships and Sex Education (RSE) and Health Education.**

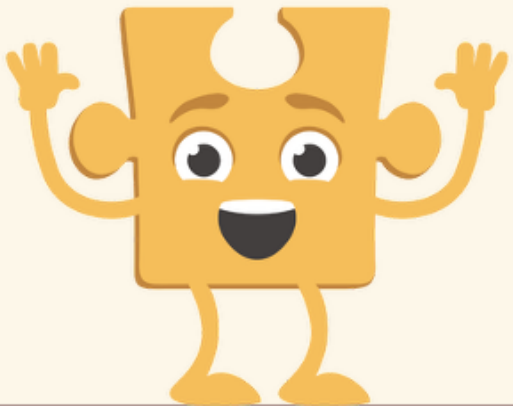
**Updated guidance was published in 2025 and must be implemented from September 2026.**

- **The statutory guidelines were made to ensure that all schools are providing a quality education in 3 key areas:**
- **Relationships**
- **Sex Education**
- **Health education**

# 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

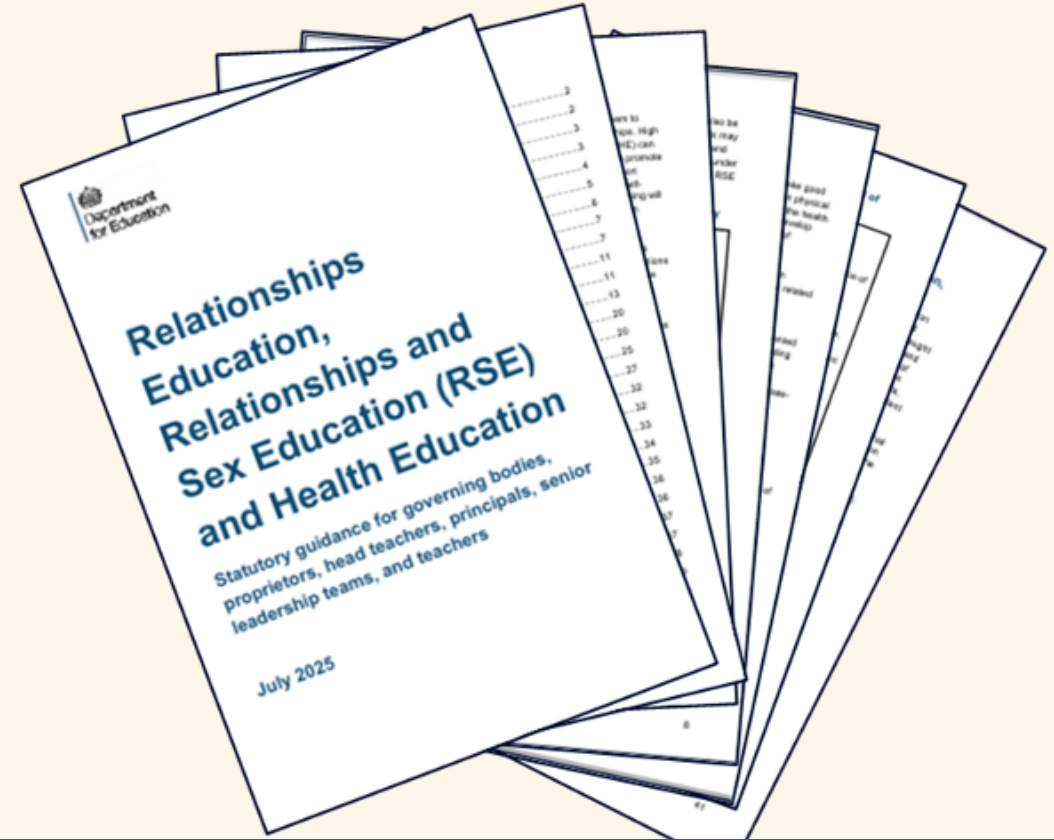
✓ Caring friendships

✓ Respectful , kind relationships

✓ Online safety and awareness

✓ Being Safe

✓ *Sex Education (non-statutory)*



**The Government guidelines state that the 'Relationships' element is compulsory and parents don't have the option to withdraw their child.**

# 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.

**There are just 2 Sex Education lessons taught over Years 5 & 6 - these ARE OPTIONAL and parents DO have the option to withdraw their child.**

# SEX EDUCATION IN JIGSAW PSHE 3-11

- Sex Education lessons are found in the Year 5 and 6 'Changing Me' puzzle which is delivered in the summer term.
- The content covers sexual intercourse, conception, the stages of pregnancy and birth (human reproduction).
- The emotional impact of having a baby and the joy of pregnancy and birth is explored alongside the physical facts.



But what is Sex Education?

In Jigsaw, Sex Education is about human reproduction, not about sexual activity!

The Government Guidelines do however, require us to cover the following, in terms of 'Sex Education':

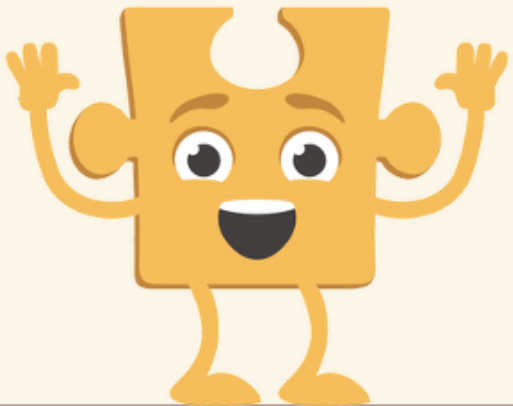
- In Primary Schools children must be taught the National Curriculum for Science – this includes teaching on the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

- The Government guidelines state that this element of Sex Education is compulsory and parents don't have the option to withdraw their child.

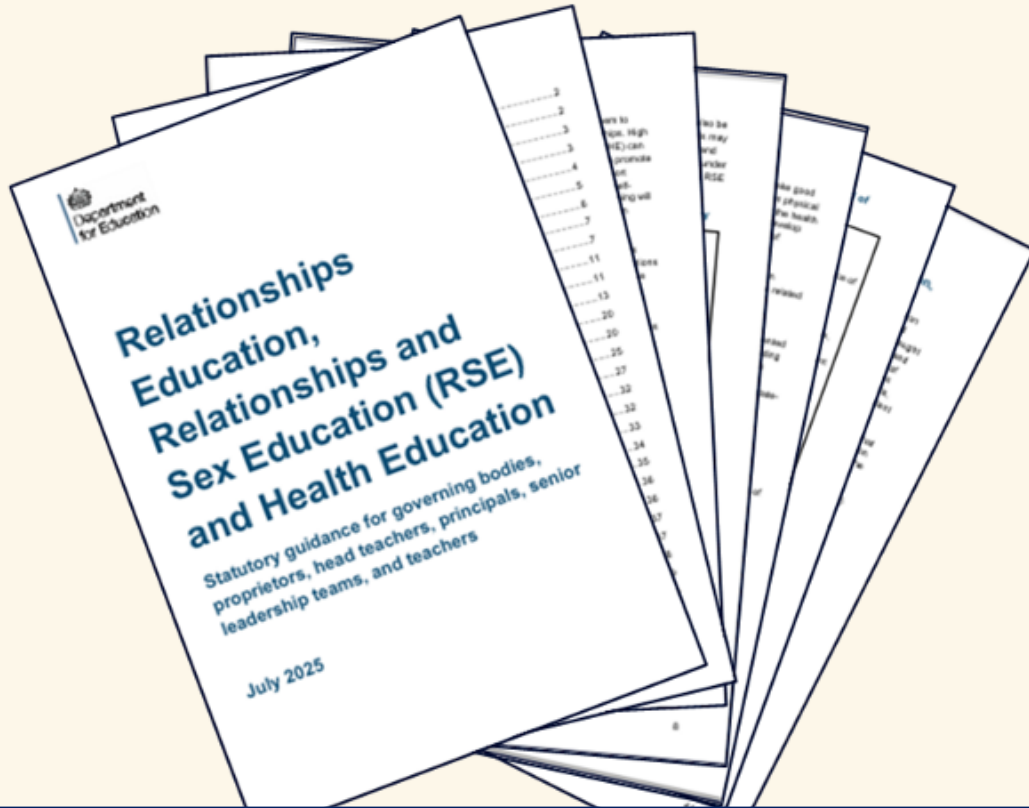
# HEALTH AND WELLBEING EDUCATION: THE AIMS

‘The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.’

(Guidance para 37)



# STATUTORY HEALTH AND WELLBEING CONTENT



✓ General Wellbeing

✓ Wellbeing Online

✓ Physical Health and Fitness

✓ Healthy Eating

✓ Drugs, Alcohol, Tobacco and Vaping

✓ Health Protection and Prevention

✓ Personal Safety

✓ Basic First Aid

✓ Developing Bodies

**The Government guidelines state that the 'Relationships' element is compulsory and parents DON'T have the option to withdraw their child.**

# STATUTORY HEALTH AND WELLBEING CONTENT



‘Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness.

Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.’

(Guidance Para 40)

✓ General Wellbeing

✓ Wellbeing Online

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✓ Developing Bodies

# 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)

**These lessons are delivered in an age-appropriate way and build year on year. There are lessons linked to developing bodies throughout the scheme of work. These lessons do not include any mention of sexual activity.**

## 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.

In Years 3,4,5 & 6 class teachers use Jigsaw to sensitively focus on the Health Education element of puberty (including menstruation) and the changes that happen inside and outside the body.



## What should children know about puberty?

(This is statutory in Health Education and parents cannot withdraw their children from it)

- Correct names for parts of the body, including genitalia
- How their bodies will change during puberty
- How to manage these changes / practicalities
- Why these changes need to happen
- How and where to ask for help if needed

## Be reassured...

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's agreed programme.

# Need more information?

Jigsaw lesson overviews are available for each year group

Class teachers post details of their PSHE lessons on Dojo. Read them with your child and have a chat about their learning.

## PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition



Jigsaw parent information leaflets are available.

Our school website has our school policies and other information relating to PSHE.



Class teachers will be happy to discuss their lessons with you.

I am happy to join the conversation with your child's class teacher.

# Any questions?



If you decide that you would like to withdraw your child from the optional sex education lessons you will need to have a conversation with Mrs Cameron, so that you are aware of the content that your child will be missing and can make arrangements to cover this at home, when you feel it is appropriate.

