

# Relationships, Sex and Health Education (RHSE) Policy



**Review Date**

November 2025

**Ratified**

December 2025

**Next Review Date**

April 2027

**Responsible Directorate**

Education

# Our Trust

*These four critical questions make it clear who we are and what we do.  
We ask ourselves these questions to guide our work and our improvement.*

## Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

## How do we behave?

- **Hard work**  
*We are determined to see things through to the end and are resilient when faced with challenges.*
- **Integrity**  
*We do the right thing because it is the right thing to do.*
- **Teamwork**  
*We work together to help everyone succeed.*

## What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

## How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

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# 1 | Introduction

- 1.1 Our Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. Our Trust recognises that physical health and mental wellbeing are interlinked, so it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.
- 1.2 Our Trust has a responsibility under the Equality Act (2010) to ensure the best for all pupils at our academies, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 Our Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young people have access to the learning they need to stay safe, healthy and understand their rights as individuals. Our Trust believes that our pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual, and transgender (LGBTQ+) issues, the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBTQ+.
- 1.5 This policy has been developed in consultation with parents, pupils, and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community. The review of the policy will include:
  - Annual parent consultation to inform them of any changes. Parents are asked for their feedback.
  - Staff, pupil, and Local Governing Boards will be asked to provide feedback through stakeholder voice opportunities.
  - Ratification - once any required amendments are made the policy is shared with the Trust Board to be ratified.

- 1.6 This policy will be reviewed annually and parents will be consulted in advance about significant changes.

## 2 | Aims and Objectives

- 2.1 Through the delivery of high-quality, evidence-based, and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships, and to ensure pupils know how and when to ask for help and where to access support. By the end of their education, the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships Education, RSE and Health Education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends
  - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol)
  - Learn about intimate relationships and sex
  - Learn about mental wellbeing
  - Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

## 3 | Definitions

- 3.1 Relationships Education at the primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults, and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.
- 3.2 RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with other people, and how to control and understand feelings that come with being in a relationship.

- 3.3 RSE **does not encourage early sexual experimentation**. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

## 4 | Roles and Responsibilities

- 4.1 All members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust and academy community are set out in detail below.
- 4.2 **Board of Trustees:** Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Principals to account for the implementation of the policy.
- 4.3 **The Chief Executive Officer (CEO):** The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.
- 4.4 **Local Governing Boards:** Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular feedback from the academy Principal on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise, and act as a point of challenge for decisions taken by the Principal. The Local Governing Board will annually feedback its findings to the Board of Trustees.
- 4.5 **Principals:** Each academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise

with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

- 4.6 **Staff:** Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they cannot deal with alone, they will take this concern to their line-manager.
- 4.7 **Parents:** The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.
- 4.8 **Pupils:** Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's Behaviour Policy.

## 5 | Delivery

- 5.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

## 6 | Relationships Education and RSE: Curriculum and Outcomes

- 6.1 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 1.

## 7 | Health Education: Physical Health and Mental Wellbeing

- 7.1 The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).
- 7.2 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 4.

## 8 | Pupils with Special Educational Needs and/or Disabilities

- 8.1 The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

- 8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust’s SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.
- 8.3 Our specialist academies will take into consideration the scope and content of the policy and will tailor the content and teaching of Relationships Education, RSE, and Health Education to meet the specific needs of pupils at their different developmental stages. As with all teaching for these subjects, specialist academies will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- 8.4 To support effective delivery of Relationships Education, RSE, and Health Education and ensure accessibility for all pupils, including those with special educational needs and disabilities (SEND), the Trust encourages the use of a range of interactive and inclusive teaching strategies that promote engagement and deepen understanding.

These may include, for example; structured group and paired activities, drama and role play to explore scenarios and build empathy, and practical exercises tailored to individual learning needs. Staff may also incorporate visual aids, sensory regulation techniques, social stories, alternative response modes (e.g. choice cards, now and next boards etc), simplified language, and video content to introduce or reinforce key concepts, and inviting expert guest speakers to provide specialist knowledge and relatable perspectives. All strategies will be selected with consideration for age-appropriateness, safeguarding, and alignment with the intended learning outcomes. Teachers are expected to differentiate their approach to meet the diverse needs of their pupils and ensure that all activities are delivered in a safe, respectful and inclusive environment.

## 9 | Right to Request Withdrawal from Sex Education

- 9.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 9.2 Parents of children in primary academies have the right to withdraw their child from sex education and should state this in writing and send it to the PSHE Lead at their child’s academy. Parents of children in secondary academies have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.
- 9.3 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from:
- Relationships Education

- Health Education
- Topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction

9.4 Any parent wishing to withdraw their child from sex education in a secondary academy should put their request in writing and send it to the PSHE Lead at their child's academy who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. In Secondary Schools, staff will also meet with the pupils to discuss the withdrawal, so their wishes are heard too, making sure they understand that they may choose to opt back in 3 terms before they are 16.

9.5 In secondary academies, Principals will respect parents' wishes to withdraw their child from sex education, except in exceptional circumstances, such as where there are safeguarding concerns or vulnerabilities relating to the pupil.

9.6 If a pupil is excused from sex education the respective academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

9.7 The Trust recognises that all individuals will engage in relationships with others, and that most pupils will form sexual relationships at some stage in their lives. Relationships Education is designed to provide pupils with the knowledge and skills to conduct themselves with kindness and respect in all relationships as they mature, enabling them to enjoy positive connections and to safeguard both themselves and others. The curriculum will emphasise the development and maintenance of healthy relationships, whilst also equipping pupils to recognise risks and potential harms. Relationships Education may therefore cover topics such as the prevention of sexual abuse or the dangers of sharing inappropriate material online, whilst ensuring this is delivered without explicit descriptions of sexual activity.

9.8 In line with good safeguarding practice, pupils will also be taught the correct terminology for body parts and encouraged to use these terms with confidence. This knowledge may be delivered as part of Health Education in the primary phase, without reference to specific sexual acts.

## 10 | Confidentiality and Child Protection

10.1 The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child

protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

10.2 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available, as well as the law surrounding the age of consent, and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible. Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
- Report the matter to the DSL who will be able to assess the circumstances based on wider contextual information about the child.

10.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

## 11 | Equal Opportunities

11.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

11.2 The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's Behaviour Policy.

## 12 Lesbian, Gay, Bisexual, Transgender, Queer/ Questioning Plus (LGBTQ+)

12.1 Our Trust is committed to ensuring that Relationships Education and Relationships & Sex Education (RSE) are accessible and relevant to all pupils, recognising and respecting the diversity of our school communities. In line with the Equality Act 2010, we ensure that our curriculum and

teaching practices promote equality and respect for all, including those with protected characteristics such as sexual orientation and gender reassignment.

- 12.2 All teaching is delivered in a sensitive and age-appropriate manner, reflecting the developmental needs of pupils and the varied backgrounds within our academies. When it is appropriate to introduce content relating to LGBTQ+ issues, this material is fully integrated into the wider curriculum, rather than taught as a stand-alone unit or lesson. This approach ensures that all pupils receive timely, relevant, and inclusive education that prepares them for life in modern Britain.
- 12.3 Our Trust empowers each academy to determine how best to embed LGBTQ+ content within their programmes of study, ensuring that it is taught at a point that is appropriate for the cohort and context. We expect all pupils to have the opportunity to learn about LGBTQ+ issues as part of their Relationships Education and RSE, supporting their understanding of equality, respect, and the importance of celebrating diversity.
- 12.4 This commitment is underpinned by ongoing consultation with parents, pupils, staff, and governors, ensuring that our curriculum remains responsive to the needs of our communities and reflects our values ensuring every child feels safe, happy and known.

## 13 | Complaints

- 13.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's Complaints Procedure.

## Appendix 1- RSE Primary Stage Curriculum and Outcomes

Year Group	Term	Topic/Theme	Resources
Early Years	Summer	<ol style="list-style-type: none"> <li>1. My Body</li> <li>2. Respecting My Body</li> <li>3. Growing Up</li> <li>4. Fun and Fears Part 1</li> <li>5. Fun and Fears Part 2</li> <li>6. Celebration</li> </ol>	Jigsaw PSHE resources
Year 1	Summer	<ol style="list-style-type: none"> <li>1. Life Cycles</li> <li>2. Changing Me</li> <li>3. My Changing Body</li> <li>4. Boys' and Girls' Bodies</li> <li>5. Learning and Growing</li> <li>6. Coping with Changes</li> </ol>	Jigsaw PSHE resources
Year 2	Summer	<ol style="list-style-type: none"> <li>1. Life Cycles in Nature</li> <li>2. Growing from Young to Old</li> <li>3. The Changing Me</li> <li>4. Boys' and Girls' Bodies</li> <li>5. Assertiveness</li> <li>6. Looking Ahead</li> </ol>	Jigsaw PSHE resources
Year 3	Summer	<ol style="list-style-type: none"> <li>1. How Babies Grow</li> <li>2. Outside Body Changes</li> <li>3. Inside Body Changes</li> <li>4. Keeping Ourselves Clean</li> <li>5. Family Stereotypes</li> <li>6. Looking Ahead</li> </ol>	Jigsaw PSHE resources
Year 4	Summer	<ol style="list-style-type: none"> <li>1. Unique Me</li> <li>2. Puberty and Menstruation</li> <li>3. Being Part of a Family</li> <li>4. Circles of Change</li> <li>5. Accepting Change</li> <li>6. Looking Ahead</li> </ol>	Jigsaw PSHE resources
Year 5	Summer	<ol style="list-style-type: none"> <li>1. Self-image and Body Image</li> <li>2. Puberty for Girls</li> <li>3. Puberty for Boys</li> <li>4. Conception</li> <li>5. Looking Ahead 1</li> <li>6. Looking Ahead 2</li> </ol>	Jigsaw PSHE resources
Year 6	Summer	<ol style="list-style-type: none"> <li>1. My Self-image</li> <li>2. Puberty</li> <li>3. Babies: Conception to Birth</li> <li>4. Boyfriends and Girlfriends*</li> <li>5. Real Self and ideal Self</li> <li>6. The Year Ahead</li> <li>7. * Alternative lesson: Adolescent Friendships</li> </ol>	Jigsaw PSHE resources

## Appendix 2- Health Education Primary Stage Curriculum and Outcomes

<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children, and it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom they should speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this e.g., walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**The Curriculum for Science covers:**

**Sex Education**

The National Curriculum for Science covers:

- Naming the main external parts of the human body
- The human body as it grows from birth to old age (including puberty)
- Processes of reproduction and growth in animals
- Reproduction in some plants

**Resources**

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

## Appendix 3 – Teaching Strategies including for Students with SEND

Jigsaw sessions are delivered in a calming and considered environment, where children are encouraged to follow the Jigsaw Charter. All children have the right to pass, and all children can have time with their Jigsaw Jiggie. Some children choose to participate through their Jiggie, sharing indirectly. Children with SEND have the same access: their needs are known by each adult in the room and, due to the pathway of the lessons, can participate with both spoken language and non-verbal communication. Learning is not always recorded and when it is, it is in a variety of ways that are accessible to all children.

Jigsaw produces a specific planning framework for pupils with SEND, written by the PSHE Association, that shows the correspondence between the PSHE Curriculum and Jigsaw.

[jigsaw-and-send-mapping.pdf](#)