

RSHE Policy 2025/26

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| Policy Number | ED/POL/003 | Author/Reviewer | Kate Martin |
| Issue Number | 4 | Approver | James Madine |
| Issue Date | 01/09/2025 | Next Review Date | 01/09/2026 |
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Supporting Documents

- Relationships, Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)
- Behaviour and Anti-Bullying Policy
- Risk Assessment Policy
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children
- Independent School Standards (part 2 – SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

1. Introduction and Aims

Effective from September 2020, Relationships Education became mandatory in primary schools, while Relationships and Sex Education (RSE) was introduced as a requirement in secondary schools. Health Education is now compulsory across all state-funded schools. This policy aligns with the updated Statutory Guidance issued by the Department for Education in July 2025 and details the school's approach to delivering RSHE in compliance with statutory obligations and tailored to the specific needs of its pupils.

The policy sets out clear procedures regarding curriculum content, delivery methods, parental involvement, accessibility, and equality. At the school, RSHE constitutes a vital part of the educational programme and is delivered collaboratively with parents and carers. The curriculum is designed to foster a safe environment for discussing sensitive issues, equipping pupils for the physical and emotional developments associated with puberty and promoting healthy

sexual development. Furthermore, RSHE seeks to instil self-respect, confidence, empathy, and the capacity to establish and sustain healthy relationships. Pupils are provided with essential knowledge and practical skills to safeguard themselves and others, both offline and online, and are taught accurate terminology to describe their bodies and relationships, thereby enhancing effective communication.

This policy is informed by Part 2 of the Independent School Standards, which require schools to promote respect for others and prepare pupils for life in contemporary British society. RSHE is integral to this objective, supporting mutual respect, fostering appreciation of diversity, and enabling pupils to participate constructively within society. Through the RSHE curriculum, pupils gain a robust understanding of their rights and responsibilities and are prepared to contribute positively as active, responsible citizens in a modern democracy.

2. Curriculum

The RSHE curriculum has been modified to address the needs of all pupils, including those with SEN and health conditions. The programme is designed to build knowledge and understanding progressively from Key Stage 1 to Key Stage 4 (as applicable), introducing topics according to pupils' age, development, and readiness to learn. The curriculum aligns with the statutory content outlined in the July 2025 DfE guidance, covering topics such as:-

- consent and respect in relationships,
- online safety and digital literacy,
- puberty and menstrual health,
- reproductive health,
- mental health and emotional wellbeing,
- physical health and lifestyle choices,
- strategies for preventing abuse, harassment, exploitation, and unsafe behaviours.

A clear framework and approved resources are implemented throughout all settings to support consistency, while flexibility is maintained to adapt delivery to local circumstances and pupil needs. Teaching adheres to statutory requirements and is presented in an age-appropriate manner that considers pupil maturity and the school's values. Staff receive training to deliver content factually and respectfully, fostering open discussion and critical thinking.

Where necessary, specific topics may be delivered one-to-one to address individual needs.

Feedback from pupils and parents/carers informs RSHE provision, supporting the delivery of topics at appropriate times and helping pupils develop positive relationships and avoid potential harm.

3. Engagement with Parents/Carers and Pupils

The school is committed to incorporating the perspectives of both parents and pupils in the development of the RSHE curriculum. Each year, we engage parents in a comprehensive review of the RSHE policy to ensure alignment with the community's values and needs. Parents receive advance notice each term regarding upcoming topics, allowing them to prepare their children and facilitate constructive discussions at home. Additionally, pupil feedback is solicited on a regular basis to help us maintain content that is relevant, engaging, and effective.

4. Parents'/Carers' Right to Withdraw

Parents and carers have the legal right to withdraw their child from the non-statutory components of sex education within the Relationships and Sex Education (RSE) curriculum, up to and including three terms before the child's 16th birthday. After this point, if the pupil requests to participate in sex education, the school will make appropriate arrangements for them to do so. Any withdrawal request must be submitted in writing to the Headteacher. The Headteacher will meet with the parent or carer, and, where appropriate, the pupil, to discuss the request, ensure full understanding, and outline the nature and objectives of the curriculum content. Should withdrawal be granted, the pupil will be provided with alternative, purposeful educational activities during the relevant lessons. Please note that there is no right to withdraw a pupil from Relationships Education or Health Education, as these are statutory requirements.

5. Accessibility

The RSHE programme is designed to be accessible to all pupils, including those with special educational needs (SEN). Lesson materials are modified as required through differentiated resources, alternative teaching methods, and personalised approaches to accommodate individual requirements. When external visitors participate in the programme, they are required to comply with safeguarding protocols and ensure their contributions are consistent with the curriculum framework.

It is recognised that some topics may be challenging for pupils who have direct experience of the subjects discussed or have experienced trauma. Staff consider the use of pre-teaching and the careful introduction of sensitive content as part of their approach to supporting pupil engagement. Collaboration

with pastoral teams, the SENCO, DSL, and, when necessary, Keys Specialist Advisors and Clinical staff, is undertaken to provide appropriate support where required.

6. Roles & Responsibilities

The Headteacher holds overall responsibility for the delivery and review of the RSHE policy and for ensuring compliance with statutory requirements. The Headteacher will ensure communication with parent/carers is timely, appropriate and purposeful.

Teaching staff are responsible for delivering RSHE lessons in a sensitive and inclusive manner, modelling positive attitudes, adapting lessons to suit the needs of their pupils, and following safeguarding procedures in line with school policy, as laid out in section 2 and 5.

The SENCO and DSL both play a key role in supporting staff to adapt and differentiate the curriculum for pupils with SEN, ensuring that all pupils can access and benefit from RSHE. This will also include informing staff of necessary adaptations and potential triggers. This will allow staff to teach in the most effective way.

All staff are made aware that RSHE contributes directly to the school's performance under the inspection framework, particularly in the areas of personal development and safeguarding. This includes all staff having access to the RSHE curriculum in order to be made aware of how this provides pupils with the knowledge, skills, and confidence to make safe, informed choices, and to build respectful relationships. By promoting resilience, wellbeing, and awareness of safeguarding risks, RSHE supports the school in meeting inspection expectations for preparing pupils to thrive in a safe and supportive environment.

8. Monitoring and Review

This policy will undergo an annual review in collaboration with staff, parents, and pupils to ensure its continued relevance, responsiveness to evolving needs, and compliance with statutory and regulatory requirements.

The policy will be accessible via the school website and can also be provided in printed format upon request.

9. Equality Statement

The school is dedicated to ensuring equality of opportunity and cultivating an environment that respects and celebrates diversity. We acknowledge and appreciate the varied backgrounds that comprise our community, including distinctions of race, faith, age, gender, disability, and sexual orientation. RSHE will be delivered in a manner that encourages mutual respect, addresses stereotypes, and equips pupils to engage effectively within a diverse society.

10. Cross-Policy References

RSHE is integrally connected to other core school policies. Notably, the Safeguarding Policy establishes clear procedures for managing disclosures and addressing safeguarding concerns that may arise during RSHE instruction. Additionally, the Alternative Provision Policy mandates that RSHE delivered off-site or by external providers maintains equivalent standards in safeguarding, curriculum quality, and pupil support. Staff are required to consult these policies when planning or delivering RSHE content in alternative educational settings.

12. Staff Training and CPD

All staff involved in delivering RSHE will participate in ongoing training and professional development to ensure:-

- Confidence in addressing sensitive topics with a trauma-informed and inclusive approach.
- Awareness of safeguarding issues associated with RSHE content.
- Proficiency in responding to disclosures and managing pupil concerns.
- Comprehensive understanding of statutory guidance and curriculum requirements.

Training will be organised by the DSL and RSHE Lead, with annual review processes in place.

13. Curriculum Map Reference




A comprehensive visual curriculum map detailing the delivery of RSHE across all year groups is available within the RSHE planning folder. This resource clearly outlines the sequencing and adaptation of statutory content throughout each educational phase, specifying delivery methods, lead staff responsibilities, resources, SEND considerations, and strategies for parental engagement. All staff are expected to consult this map when planning lessons and evaluating curricular coverage.

Appendix:

Suggested Local Delivery Plan – Statutory RSHE Content (Phase Coded)

The school will capture the below information in this or a similar format.


Key:

-  Primary – statutory in the primary phase only
-  Secondary – statutory in the secondary phase only
-  Both – statutory in both primary and secondary phases


For each row, the school should record:-


- Year group(s) where it will be taught
- Term/timing within the school year
- Delivery method
- Lead staff/agency
- Resources used
- SEND adaptations
- Parental engagement


A. Relationships Education (Primary) / Relationships and Sex Education (Secondary)

| Phase | Statutory Topic Area | Year Group(s) | Term / Timing | Delivery Method | Lead Staff / Agency | Resources | SEND Adaptations | Parental Engagement |
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|  Primary | Families and People Who Care for Me | Reception - Year 6 (progressively built upon each year, age-appropriate delivery) | Summer Term 1 (Jigsaw "Relationships" Puzzle, 6 weeks of lessons) | Weekly timetabled PSHE/RSHE Jigsaw lessons Circle time, class discussion, | Class teachers (primary delivery) PSHE / RSHE Lead for oversight (SB) | Jigsaw Scheme of Work (Relationships Puzzle) Jigsaw teaching materials Supporting visuals (story books, | Use of visual aids and symbol cards for key vocabulary Social stories and role play | Regular communication with parents/carers to share strategies, consistency between home and school |


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| | | | | <p>stories, role play, reflection activities</p> <p>Cross-curricular links (e.g., literacy, assemblies)</p> | <p>SLT monitoring curriculum compliance</p> <p>External agencies if required (e.g., safeguarding support, family services)</p> | <p>posters, social stories)</p> <p>Whole-school assemblies (optional, to reinforce themes)</p> | <p>tailored to pupil needs</p> <p>Small group or 1:1 pre-teaching of sensitive concepts where required</p> <p>Simplified language and scaffolded questioning</p> <p>Additional adult support during discussions to check understanding</p> <p>Alternative means of recording (drawing, symbols, scribing)</p> <p>Flexibility in lesson delivery</p> | <p>(e.g., friendship social stories), and opportunities for parents to contribute to help planning personalised approaches.</p> |
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| | | | | | | | pace to meet individual needs | |
|  Primary | Caring Friendships | Reception – Year 6 (spiral curriculum, revisited and developed each year in an age-appropriate way) | Summer Term 1 (Jigsaw "Relationships" Puzzle, 6 weeks of lessons) | Weekly timetabled Jigsaw PSHE lessons Circle time, paired/group activities, role play, story-based discussion Reflection and mindfulness activities (Jigsaw Calm Me time) Opportunities for cross-curricular reinforcement (e.g., assemblies, RE, English) | Class teachers (main delivery) PSHE / RSHE Lead (curriculum oversight) SLT monitoring External support if appropriate (e.g, safeguarding team, educational psychologist input) | Jigsaw PSHE scheme ("Relationships" Puzzle lesson plans) Jigsaw Friends, chime, journals, stories and activity cards Visual resources: posters, storybooks, scenario cards School reward system and behaviour policy links (to reinforce positive friendships) | Use of simplified language, visual supports and symbol cards for key friendship concepts Role play and modelling of friendship behaviours in smaller groups or 1:1 Pre-teaching of vocab or concepts before whole-class lessons Social stories and personalised scripts for pupils with social | Regular communication with parents/carers to share strategies, consistency between home and school (e.g., friendship social stories), and opportunities for parents to contribute to planning personalised approaches |


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| | | | | | | | <p>communication needs</p> <p>Flexible recording options (drawing, scribing, acting out rather than written tasks)</p> <p>Additional adult support to scaffold discussion and group work</p> | |
|  Primary | Respectful, Kind Relationships | Reception – Year 6 (spiral curriculum – key themes revisited and developed each year in an age-appropriate way) | Summer Term 1 (Jigsaw "Relationships" Puzzle, 6 weeks of lessons) There is a natural transition overlap: older Year 6 pupils begin exploring themes | Weekly timetabled Jigsaw PSHE lessons Circle time discussions, role play, story-based scenarios, and cooperative games | Class teacher. PSHE / RSHE Lead (support with planning, monitoring, curriculum oversight) Senior Leadership Team (ensuring statutory compliance) | Jigsaw PSHE scheme ("Relationships" Puzzle lesson plans and resources) Jigsaw Friends, chime, journals, stories and activity cards Visual materials: posters, storybooks, scenario cards | Use of simplified language, visual supports and symbol cards for key friendship concepts Flexible recording options (drawing, scribing, acting out, | Regular communication with parents/carers to share strategies, consistency between home and school (e.g., friendship social stories), and opportunities for parents to contribute to |

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| | | | (Relationships and Changing Me), which then continues into Year 7 | <p>Mindfulness and reflection activities</p> <p>Links to wider school life (assemblies, anti-bullying initiatives, behaviour policy, school values/ethos)</p> <p>Opportunities to practise respectful behaviours in daily routines (e.g., playground, group work, restorative approaches)</p> | <p>External agencies if appropriate (e.g., safeguarding team, educational psychologist, school nurse)</p> <p>Parents/carers (engaged through workshops, information letters, and resources to reinforce respectful relationships at home)</p> | <p>School values display, assemblies, and restorative practice resources</p> <p>Parental resources: information letters, home discussion prompts, recommended books/online links on respectful relationships</p> | technology use rather than written tasks) | planning personalised approaches |
|  Primary | Online Safety and Awareness | Reception – Year 6 (delivered as whole-school focus, reinforced in class Jigsaw PSHE lessons) | Embedded within Jigsaw “Relationships” and “Celebrating Difference” puzzles | Weekly PSHE lessons delivered by class teachers, supplemented by assemblies, | <p>Class teachers (main delivery)</p> <p>Supported by PSHE/RSHE</p> | <p>Jigsaw PSHE lesson materials (Relationships/Being Me in My World puzzles).</p> <p>National resources: ThinkUKnow,</p> | <p>Visual supports and social stories for online scenarios.</p> <p>Role-play with concrete</p> | <p>Parent/carer guides provided via Jigsaw and school website.</p> <p>Information sessions or newsletters tied</p> |


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| | | <p>Overlaps into secondary, particularly at transition (Year 6 into Year 7) where online safety, digital resilience, and respectful communication are heavily revisited</p> <p>Themes around respectful online communication, personal safety, and digital wellbeing begin in KS2.</p> <p>These are revisited and extended in secondary (Year 7+) with age-appropriate</p> | <p>(Summer 1 and 2)</p> <p>Reinforced through whole-school SMSC calendar events such as Safer Internet Day, Anti-Bullying Week (February) and themed assemblies across the year</p> | <p>themed days, and cross-curricular activities (e.g. computing curriculum links).</p> <p>Use of discussions, scenarios, role-play, and reflection to support critical thinking and safe choices</p> | <p>lead, pastoral and SLT.</p> <p>External agencies (e.g. CEOP resources, Childline, local police liaison) may be used for themed events</p> | <p>NSPCC resources, Safer Internet Day packs.</p> <p>School SMSC calendar and assemblies</p> | <p>examples instead of abstract concepts. Small-group or 1:1 delivery where needed.</p> <p>Use of assistive technology and adapted worksheets. Focus on repetition and reinforcement for pupils with memory/processing needs</p> | <p>to Safer Internet Day.</p> <p>Signposting to national resources (ThinkUKnow, NSPCC Online Safety Hub).</p> <p>Encouragement for parent–child discussions about digital behaviour at home</p> |
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| | | focus on consent, sexting, cyberbullying, and managing online relationships | | | | | | |
|  Primary | Being Safe | <p>Reception – Year 6, with age-appropriate progression</p> <p>Overlaps into secondary (Year 6–7 transition) where safeguarding, consent, and personal boundaries are further developed</p> | <p>Embedded across Jigsaw puzzles, particularly Relationships, Changing Me, and Being Me in My World Term - Autumn 1, Summer 1/2</p> <p>Reinforced during whole-school SMSC events (e.g. Anti-Bullying Week, Safer Internet Day, NSPCC Speak Out Stay Safe)</p> <p>Concepts of personal</p> | <p>Weekly Jigsaw lessons led by class teachers</p> <p>Supplemented with assemblies, circle time, role-play, and whole-school campaigns</p> | <p>Class teachers supported by the RSHE/PSHE Lead</p> <p>Safeguarding/DSL involvement for key sessions</p> <p>External support from agencies such as NSPCC, local safeguarding partners, or police liaison officers when appropriate</p> | <p>Jigsaw lesson materials (lesson plans, Jigsaw Friend, Jerrie Cat, slides, chime, assemblies)</p> <p>National resources such as NSPCC resources, CEOP/ThinkUKnow School safeguarding curriculum and SMSC calendar</p> | <p>Jigsaw's age- and stage-appropriate approach allows for differentiation</p> <p>Visual supports and symbolised materials</p> <p>Social stories to model safe/unsafe scenarios</p> <p>Simplified language and repetition for understanding</p> <p>Role-play with concrete examples to</p> | <p>Parent/carer information shared via newsletters, website, and Jigsaw parent guides</p> <p>Parent workshops or assemblies linked to whole-school events (e.g. NSPCC assemblies, Safer Internet Day)</p> <p>Signposting to resources for supporting "Being Safe" at home</p> |

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| | | | safety, trusted adults, and saying “no” begin in KS1/KS2 These are expanded in secondary to cover consent, safeguarding in relationships, and online risks | | | | reinforce boundaries Consistent reinforcement through routines and check-in activities | |
|  Secondary | Families – Secondary Content (including marriage, legal rights, forced marriage) | Years 7–11 (progressive, age-appropriate content) Overlap with primary: pupils explore family structures and caring relationships in KS2, then revisit and deepen understanding in secondary | Taught mainly within the Relationships Puzzle Summer Term 1 Reinforced through assemblies and SMSC calendar events (e.g. Anti-Bullying Week, Human Rights Day) | Weekly timetabled Jigsaw PSHE lessons delivered by class teachers. Supported by assemblies, discussion groups, and external speakers where appropriate (e.g. | Class teachers Oversight by RSHE/PSHE Lead and Designated Safeguarding Lead (DSL). External agencies where appropriate (e.g. police liaison, charities supporting awareness of | Jigsaw Secondary programme materials (Relationships Puzzle) Jigsaw teaching slides, pupil worksheets (Jigsaw), case studies, and mindfulness activities. Statutory guidance resources (e.g. gov.uk “Forced | Simplified language and vocabulary pre-teaching Visual supports, graphic organisers, and timelines (e.g. marriage law explained in stages) Role-play and social stories for understanding | Information provided through school website, newsletters, and parent information evenings Parent/carer guides from Jigsaw shared where relevant Signposting to government and charity |

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| | | with legal and safeguarding aspects | | safeguarding partners) | forced marriage) | Marriage Unit" materials) School safeguarding resources and SMSC events | consent and safe family relationships Chunked activities with adult support in small groups/1:1 Opportunities for extra processing time and repetition | resources (e.g. NSPCC, Forced Marriage Unit) Open communication channels for parents to discuss concerns or content in advance |
|  Secondary | Respectful Relationship Secondary Content (including consent, tolerance, stereotypes, pornography) In KS3/KS4, this develops into explicit teaching of consent, equality and | Years 7–11, taught progressively with age-appropriate content Overlap with Primary: KS2 pupils (Years 5–6) cover friendship, kindness, tolerance, and anti-bullying; these foundations are | Autumn 2 Celebrating Difference Tolerance, stereotypes, prejudice, discrimination Summer 1 Relationships (respect, consent, healthy/unhealthy relationships, the impact of | Weekly timetabled Jigsaw PSHE lessons delivered by subject teachers Supported by assemblies, SMSC calendar events (Anti-Bullying Week, Safer Internet Day, | Class teachers (main delivery) Oversight by RSHE/PSHE Lead, pastoral and Designated Safeguarding Lead (DSL) External agencies may support | Jigsaw Secondary programme (Relationships and Celebrating Difference Puzzles) Lesson slides, case studies, discussion prompts, and mindfulness activities National resources: NSPCC, CEOP/ ThinkUKnow, Anti-Bullying Alliance, | Jigsaw content is stage-appropriate, allowing flexibility Visual supports (symbols, diagrams, timelines for consent and decision-making) | Parent/carer guides from Jigsaw shared via school website and newsletters. Opportunities for parents to review lesson content in advance (information evenings, online access) |


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| | tolerance, challenging stereotypes, and addressing pornography and media influence | extended in KS3/KS4 to include stereotypes, equality law, consent, online behaviour, and pornography | pornography, managing influence and pressure) | Human Rights Day), and themed workshops Methods include structured discussion, case studies, debate, role-play, and reflective activities | specialist topics (e.g. police liaison, NSPCC, Brook, CEOP) | Equality & Human Rights Commission School safeguarding curriculum and SMSC calendar | Simplified language and pre-teaching of key vocabulary Social stories to explore respectful/unrespectful scenarios Role-play in small groups/1:1 to practise safe, respectful responses Chunked activities with scaffolding (e.g. sentence starters, guided questions) Repetition and reinforcement of safeguarding themes across | Signposting to national resources (e.g. NSPCC Online Hub, Brook) Parent engagement linked to national events such as Safer Internet Day or Anti-Bullying Week |
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|  Secondary | <p>Online Safety and Awareness – Secondary Content (including indecent images law, deepfakes, sextortion)</p> | <p>Years 7–11, with content tailored to age and maturity</p> <p>Overlap with Primary: KS2 pupils cover safe use of technology, respectful online communication, and knowing what to do if something feels unsafe. In KS3/KS4, this extends to legal frameworks, online harms (e.g. indecent images law, sextortion), and digital resilience</p> | <p>Autumn 2 - Celebrating Difference (respect and tolerance online, tackling cyberbullying, challenging stereotypes)</p> <p>Summer 1 - Relationships (safe online behaviour, laws around indecent images, consent online, deepfakes, sextortion, managing peer and media influence)</p> <p>Reinforced through Safer Internet Day (February) and</p> | <p>Weekly timetabled Jigsaw PSHE lessons</p> <p>Supported by themed assemblies, SMSC events, cross-curricular links (e.g. Computing), and workshops led by external specialists (e.g. police liaison, CEOP)</p> <p>Strategies include discussion, case studies, scenario work, and reflective activities</p> | <p>Delivered by class teachers</p> <p>Oversight by PSHE/RSHE Lead and Designated Safeguarding Lead (DSL)</p> <p>External agencies used for specialist delivery</p> | <p>Jigsaw Secondary programme (Relationships and Celebrating Difference).</p> <p>Jigsaw teaching slides, case studies, worksheets, and mindfulness activities.</p> <p>National resources: ThinkUKnow (CEOP), NSPCC Online Safety Hub, UK Safer Internet resources</p> | <p>Visual supports (icons, flowcharts for “safe choice/unsafe choice”)</p> <p>Simplified explanations of laws and risks, broken into clear steps</p> <p>Social stories and role-play to practise safe online responses</p> <p>Extra processing time, repetition, and reinforcement of safety rules</p> <p>Small group/1:1</p> | <p>Parent/carer guides from Jigsaw shared via the school website and newsletters</p> <p>Information evenings and workshops linked to Safer Internet Day and safeguarding updates</p> <p>Signposting to national resources (e.g. NSPCC Online Safety Hub, ThinkUKnow, UK Safer Internet Centre)</p> <p>Encouragement for parent–child discussions about safe</p> |

| | | | other SMSC calendar events | | | | support for sensitive content. | online behaviour and digital resilience |
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|  Secondary | Being Safe – Secondary Content (including sexual harassment, sexual violence, exploitation, FGM) | <p>Years 7–11, sequenced with increasing depth and age-appropriateness</p> <p>Overlap with Primary: KS2 pupils are introduced to personal boundaries, safe/unsafe situations, and trusted adults. In Secondary, this develops into safeguarding issues such as sexual harassment, sexual violence, exploitation, and FGM</p> | <p>Autumn 1 – Being Me in My World (rights, responsibilities safety within school and community)</p> <p>Summer 1 - Relationships (consent, sexual harassment, sexual violence, exploitation, FGM, safeguarding and the law).</p> <p>Reinforced by SMSC/ safeguarding calendar events (e.g. Anti-Bullying</p> | <p>Weekly Jigsaw PSHE lessons led by subject teachers</p> <p>Supported by assemblies, drop-down days, and external expert input</p> <p>Methods include structured discussions, case studies, role-play, and reflection activities</p> | <p>Delivered by class teachers</p> <p>Oversight by RSHE/PSHE Lead and Designated Safeguarding Lead (DSL).</p> <p>External agencies may deliver specialist workshops (e.g. NSPCC, Barnardo's, CEOP, NHS school nursing teams)</p> | <p>Jigsaw Secondary programme (Being Me in My World and Relationships puzzles)</p> <p>Jigsaw lesson slides, case studies, worksheets, and mindfulness activities</p> <p>Statutory guidance resources: Home Office FGM safeguarding materials, NSPCC resources, CEOP exploitation resources</p> <p>School safeguarding curriculum and SMSC calendar</p> | <p>Visual aids and symbolised resources to explain safe/unsafe situations</p> <p>Simplified language and vocabulary pre-teaching (e.g. “private”, “safe touch”)</p> <p>Social stories and scenario cards to model safe responses</p> <p>Chunked tasks with scaffolding and adult support</p> | <p>Jigsaw parent/carer guides</p> <p>Parent information evenings linked to safeguarding themes (e.g. online exploitation, FGM awareness)</p> <p>Signposting to national resources (NSPCC, CEOP, Home Office FGM materials)</p> <p>Regular safeguarding/ RSHE updates in newsletters to encourage</p> |



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| | | KS3/4: extended to include legal frameworks, sexual harassment, sexual violence, exploitation, coercion, and FGM, ensuring a safeguarding continuum across phases | Week, Child Exploitation Awareness Day) | | | | Role-play and repetition for reinforcement Small-group or 1:1 support for sensitive or complex safeguarding themes | parent–child discussion at home |
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B. Sex Education (Primary where taught, compulsory in Secondary)


| Phase | Statutory Topic Area | Year Group(s) | Term / Timing | Delivery Method | Lead Staff / Agency | Resources | SEND Adaptations | Parental Engagement |
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|  Primary (optional) | Human Reproduction (aligned to science curriculum) | Covered in Changing Me Puzzle (Summer Term) in Years 4–6, | Primary: Changing Me Puzzle – Summer Term Secondary: Science curriculum | Weekly Jigsaw PSHE lessons (Primary & Secondary) plus timetabled Science lessons | Class teacher/tutor (Primary) Science teachers and PSHE/RSHE staff (Secondary) | Jigsaw resources: lesson plans, slides, differentiated activities, age-appropriate storybooks, worksheets, and | Simplified diagrams and visual supports. Pre-teaching of key vocabulary Use of social stories to contextualise | Parents/carers informed in advance of Changing Me Puzzle and human reproduction lessons |


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| | | | (timing per scheme of work, often Y7–9), with RSHE/PSHE links in Relationships and Changing Me Puzzles (Summer Term). | Activities include teacher-led discussions, diagrams, case studies, video resources, Q&A, and reflection Single-gender or small-group delivery may be used in Upper KS2 and KS3 for sensitive content | Oversight by PSHE/RSHE Lead and Science Lead DSL involvement for safeguarding context. | mindfulness elements Science resources: diagrams, models, films, and animations appropriate for KS2 | reproduction and puberty Chunked explanations, repetition, and reinforcement Small-group or 1:1 support where needed Sensory-sensitive delivery for pupils with ASC or SEMH needs | Jigsaw parent/carer guides shared via website/newsletters. Opportunity to view lesson resources before delivery Clear explanation of parental right to withdraw from non-statutory sex education (Primary) Signposting to NHS and NSPCC resources to support conversations at home |
|  Secondary | Intimate and Sexual Relationships, | Secondary (Years 7-11) covering consent, | Delivered mainly through the Relationships | Weekly timetabled Jigsaw PSHE lessons | PSHE/RSHE teacher or tutor | Jigsaw Secondary programme | Simplified explanations and pre-teaching of key terms | Parents/carers informed of |


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| | Including Sexual Health | contraception safer sex, STIs, pregnancy choices, and healthy intimate relationships | <p>Puzzle (Summer Term)</p> <p>Reinforced in Celebrating Difference (Autumn 2) and Changing Me (Summer 2) where relevant</p> | <p>Teacher-led discussions, scenarios, case studies, role-play, and reflection</p> <p>May be supported by assemblies, drop-down days, and external health professionals</p> | Oversight by RSHE Lead and Designated Safeguarding Lead (DSL) Supported by external agencies (e.g. school nurse, NHS sexual health services) | <p>(Relationships Puzzle)</p> <p>Lesson slides, worksheets, case studies, and mindfulness activities</p> <p>National resources: NHS sexual health materials online</p> | <p>Visual supports (e.g. diagrams, flowcharts)</p> <p>Social stories for healthy vs. unhealthy relationship scenarios</p> <p>Small-group or 1:1 delivery for sensitive content</p> <p>Repetition, reinforcement, and extra processing time</p> | <p>content in advance.</p> <p>Jigsaw parent/carer guides shared via website/newsletters</p> <p>Information evenings or drop-in sessions to view resources</p> <p>Clear explanation of statutory nature of sex education at secondary phase</p> <p>Signposting to NHS resources to support home discussions</p> |
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|  Secondary | Age of Consent and Sexual Choices | <p>Delivered to all secondary year groups with age-appropriate progression</p> <p>Statutory content covering consent, law, decision-making, healthy sexual relationships, and respect</p> | <p>Delivered mainly through the Relationships Puzzle – Summer Term</p> <p>Reinforced in Being Me in My World – Autumn 1</p> | <p>Weekly timetabled Jigsaw PSHE lessons</p> <p>Teacher-led discussions, case studies, scenarios, role play, and reflective activities</p> <p>Assemblies revisit the topic to reinforce safeguarding priorities</p> | <p>PSHE/RSHE teacher or tutor</p> <p>Oversight by RSHE Lead and Designated Safeguarding Lead (DSL)</p> <p>Supported by external agencies such as NHS school nursing teams,</p> | <p>Jigsaw Secondary programme materials including Relationships puzzle lesson plans, slides, case studies, worksheets, and mindfulness activities</p> <p>Supplementary resources from CEOP on consent, NHS sexual health resources</p> | <p>Jigsaw lessons allow flexibility</p> <p>vocabulary with pre-teaching of terms such as consent, choice, and law</p> <p>Visual aids, diagrams, and symbol-supported resources to aid comprehension</p> <p>Social stories and role-play scenarios to model safe and unsafe situations</p> <p>Chunked content, repetition, and additional processing time</p> <p>Small-group or 1:1 delivery for sensitive or complex themes</p> | <p>Parents and carers informed of curriculum coverage in advance</p> <p>Parent guides and Jigsaw resources shared via newsletters and school website</p> <p>Opportunities provided for parents to view resources before delivery</p> <p>Clear communication that RSE including consent is statutory at secondary phase</p> |
|  Secondary | Contraception (types, | Delivered across Key Stage 3 and | Delivered through the Relationships | Weekly Jigsaw PSHE | PSHE/RSHE staff and form tutors | Jigsaw Secondary programme | Explanations of contraception methods | Parents informed of contraception |

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| | efficacy, access) | 4 with progressive detail Statutory content on sexual health, contraception and access to services | Puzzle – Summer Term Reinforced within Changing Me Puzzle – Summer 2 where choices and consequence are considered | lessons led by teachers Interactive teaching using discussions, scenarios, case studies, role play, and Q&A sessions | Oversight by RSHE Lead and Designated Safeguarding Lead (DSL) | (Relationships puzzle lesson slides, worksheets, case studies, mindfulness activities) NHS sexual health leaflets and online resources Educational materials and contraception access guidance | Visual resources such as diagrams, flowcharts, and symbol-supported materials Pre-teaching and reinforcement of vocabulary such as pill, condom, implant, choice, protection Chunked delivery with repetition and additional processing time | content in advance Parent guides and Jigsaw overview shared through newsletters and website Information evenings or drop-ins offered to view lesson materials |
|  Secondary | Pregnancy Choices (keeping baby, adoption, abortion) | Year 9 introduction to pregnancy and implications Years 10–11 detailed exploration of choices | Delivered mainly through the Relationships Puzzle – Summer Term Reinforced in the Changing Me Puzzle – Summer 2 focusing on personal | Weekly Jigsaw PSHE lessons led by class teachers or tutors Discussion based learning, case studies, reflection activities, and | PSHE/RSHE staff Oversight by RSHE Lead and Designated Safeguarding Lead (DSL) Supported by NHS school nursing teams, and local health | Jigsaw Secondary programme materials from Relationships and Changing Me puzzles including slides, worksheets, and case studies NHS resources on pregnancy and abortion | Simplified explanations and visual supports for pregnancy options Pre-teaching of key vocabulary such as adoption, abortion, choice, responsibility Use of social stories or role play to explore decision- | Parents informed of curriculum coverage in advance Parent guides and Jigsaw lesson outlines shared via newsletters and school website |


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| | | | decisions and consequence | scenario exploration | services providing sexual health and pregnancy support | | making in an accessible way Chunked learning with repetition and processing time Small group or 1:1 delivery for sensitive issues | Opportunity to view resources and ask questions before delivery Clear communication that pregnancy education is part of statutory secondary RSE |
|  Secondary | STIs and Prevention (including HIV) | Year 8 introduction to what STIs are and how they spread Years 9–11 detailed coverage of specific STIs, prevention methods including condoms, HIV awareness, and access to | Delivered through the Relationships Puzzle - Summer Term Reinforced in Changing Me Puzzle – Summer 2 with focus on choices, consequence and responsibility for health | Weekly Jigsaw PSHE lessons delivered by teachers and tutors Case studies, discussions, myth-busting activities, role play, and Q&A sessions Workshops supported by | PSHE/RSHE teaching staff Oversight by RSHE Lead and Designated Safeguarding Lead (DSL) | Jigsaw Secondary programme (Relationships puzzle lesson slides, worksheets, and case studies) NHS sexual health resources including HIV prevention and testing information | Simplified explanations of what infections are and how they spread Use of diagrams, visuals, and symbol-supported text for clarity Pre-teaching of key vocabulary Chunked activities with repetition and reinforcement of key safety messages | Parents informed of STI and HIV education in advance Parent guides and Jigsaw overview shared via newsletters and school website Option for parents to view lesson |


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| | | sexual health services | | external health professionals | | | Small group or 1:1 teaching where sensitive or complex content requires additional support | materials beforehand Clear communication that STI prevention and sexual health education is statutory in secondary RSE |
|  Secondary | Impact of Alcohol and Drugs on Sexual Behaviour | Year Group Year 8 introduction to risks of substances and decision making Years 9–11 detailed exploration of the link between alcohol, drugs, impaired judgement, sexual choices, | Delivered through the Relationships Puzzle – Summer Term Reinforced in the Healthy Me Puzzle – Spring Term | Weekly Jigsaw PSHE lessons led by teachers and tutors Scenario based learning, group discussions, role play, reflection activities, and real-life case studies | PSHE/RSHE teaching staff Oversight by RSHE Lead and Designated Safeguarding Lead (DSL) Supported by NHS school nursing teams, local drug and alcohol services, and police liaison officers | Jigsaw Secondary programme (Healthy Me and Relationships puzzles) with slides, worksheets, and case studies NHS resources on alcohol, drugs, and sexual health Brook and FRANK resources on substance | Simplified explanations and concrete examples of how substances affect choices Visual aids, diagrams, and symbol-supported text to explain cause and effect Social stories and role play to model safe behaviours and decision making Chunked content with repetition and | Parents informed in advance of coverage through newsletters and website Parent guides and Jigsaw overviews shared to encourage home discussion Opportunity for parents to view |


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| | | consent, and exploitation | | | | misuse and sexual risk | additional processing time Small group or 1:1 delivery for sensitive discussions | lesson resources Signposting to NHS, Brook, and FRANK resources for family support |
|  Secondary | Accessing Sexual and Reproductive Health Advice | <p>Year 8 introduction to trusted adults and basic health services</p> <p>Years 9–11 detailed exploration of local and national services, confidentiality safeguarding, and young people's rights to access care</p> | <p>Delivered mainly through the Relationships Puzzle - Summer Term</p> <p>Reinforced in the Healthy Me Puzzle - Spring Term</p> | <p>Weekly Jigsaw PSHE lessons led by class teachers or tutors</p> <p>Interactive discussions, case studies, role play scenarios, and reflection tasks</p> | <p>PSHE/RSHE teaching staff</p> <p>Oversight by RSHE Lead and Designated Safeguarding Lead (DSL)</p> <p>Supported by pastoral lead, NHS school nursing teams, local sexual health services, and safeguarding partners</p> | <p>Jigsaw Secondary programme (Relationships and Healthy Me puzzles) with lesson slides, worksheets, and case studies</p> <p>NHS sexual health service directories and leaflets</p> <p>Resources on confidentiality and accessing health services</p> | <p>Simplified explanations of how to seek help and who to trust</p> <p>Visual aids such as flowcharts, diagrams, and symbol-supported text</p> <p>Role play and social stories to rehearse seeking advice from a service</p> <p>Chunked delivery with repetition and additional processing time</p> | <p>Parents informed in advance of curriculum coverage</p> <p>Jigsaw parent guides and lesson overviews shared through newsletters and website</p> <p>Opportunities for parents to review lesson resources</p> <p>Clear communication of statutory</p> |

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| | | | | | | | Small group or 1:1 support for pupils with higher vulnerability or safeguarding needs | nature of RSE including access to health services |
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C. Health Education (Primary and Secondary)

| Phase | Statutory Topic Area | Year Group(s) | Term / Timing | Delivery Method | Lead Staff / Agency | Resources | SEND Adaptations | Parental Engagement |
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|  Both | Mental Wellbeing (emotional literacy, recognising feelings, mental health support) | Primary Years 1–6 focus on recognising feelings, emotional regulation, and building resilience Secondary Years 7–11 build on this by exploring emotional literacy, stress management, coping strategies, | Taught across the year through all puzzles with particular focus in Being Me in My World – Autumn 1 (self-identity and belonging) Celebrating Difference – Autumn 2 (respecting self and others) | Weekly Jigsaw PSHE lessons including whole class discussions, circle time, mindfulness activities, and reflection Assemblies linked to national mental health awareness events Pastoral programmes | Class teachers (Primary) and PSHE staff (Secondary) Oversight by PSHE/RSHE Lead and Pastoral Lead Support from pastoral staff, school counsellors, and external mental | Jigsaw Primary and Secondary programme materials including lesson slides, journals, mindfulness scripts, and case studies Supplementary NHS and Mental Health Foundation resources for awareness | Use of visual emotion cards, symbol-supported materials, and social stories to support emotional literacy Pre-teaching of emotional vocabulary and simplified explanations Chunked delivery with repetition and | Parents informed of mental wellbeing themes through newsletters and website Parent guides and Jigsaw overviews shared to encourage home use of mindfulness and emotional literacy language |


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| | | and accessing mental health support | <p>Healthy Me – Spring 1 (emotional health and wellbeing)</p> <p>Changing Me – Summer 2 (coping with change and transitions)</p> | and targeted interventions where needed | health services as appropriate | weeks and campaigns | <p>modelling of regulation strategies</p> <p>Small group or 1:1 session for pupils with high levels of need</p> | <p>Opportunities for parents to attend information sessions and view resources</p> <p>Signposting families to NHS mental health resources and local support services</p> |
|  Both | Wellbeing Online (screen time, gaming risks, online harms) | <p>Primary Years 1–6 focus on safe screen use, recognising risks in gaming, and developing healthy online habits</p> <p>Secondary Years 7–11 build on this</p> | <p>Taught across the year through all puzzles with particular focus in Being Me in My World - Autumn 1 (responsibilities, boundaries, online identity)</p> <p>Celebrating Difference –</p> | <p>Weekly Jigsaw PSHE lessons using class discussions, case studies, role play, and reflection activities</p> <p>Whole school assemblies linked to Safer Internet Day</p> | <p>Class teachers and PSHE/RSHE staff</p> <p>Oversight by PSHE/RSHE Lead and Designated Safeguarding Lead (DSL)</p> <p>Supported by school</p> | <p>Jigsaw Primary and Secondary programme including Relationships and Healthy Me puzzles</p> <p>Slides, worksheets, and case studies</p> | <p>Visual supports, symbolised resources, and social stories to explain risks and safe behaviours online</p> <p>Simplified vocabulary and pre-teaching of key terms</p> | <p>Parents informed of online wellbeing themes through newsletters, website updates, and Safer Internet Day campaigns</p> |

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| | | with exploration of online harms including grooming, pornography, extremism, scams, and the impact of excessive screen time on wellbeing | Autumn 2 (respecting others online and tackling cyberbullying) Healthy Me – Spring 1 (impact of screen time and digital balance) Relationships – Summer 1 (safe and respectful online interactions) Marked and reinforced through Safer Internet Day and wider school SMSC events | and Anti-Bullying Week Cross-curricular links | pastoral team | Thinkuknow materials, Childnet resources, and NSPCC online safety guidance NHS and UK Safer Internet Centre resources for Safer Internet Day | Chunked delivery with repetition and clear step by step safety rules Small group or 1:1 support for pupils requiring extra guidance in recognising online risks | Parent guides and Jigsaw overviews shared to support online safety discussions at home Workshops or information evenings offered on screen time, gaming, and online harms |
|  Both | Physical Health and Fitness | Primary Years 1–6 focus on understanding the benefits of physical activity, | Delivered mainly through the Healthy Me Puzzle - Spring Term | Weekly Jigsaw PSHE lessons using discussions, case studies, reflection | Class teachers and PSHE/RSHE teachers | Jigsaw Primary and Secondary programme (Healthy Me puzzle lesson | Visual supports and symbolised resources for routines and | Parents informed of physical health and fitness focus via |

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| | | <p>healthy routines, and how exercise supports wellbeing</p> <p>Secondary Years 7–11 build on this with more detailed learning about fitness, physical health, the impact of inactivity, and links to lifelong health choices</p> | <p>Reinforced across the year in Being Me in My World - Autumn 1 (personal responsibility for health) and Changing Me - Summer 2 (understanding changes in body and fitness needs)</p> <p>Cross curricular links with PE throughout the year for practical application</p> | <p>activities, and goal setting tasks</p> <p>PE curriculum provides practical reinforcement of fitness and wellbeing concepts</p> <p>Assemblies and health awareness weeks to support whole school focus</p> | <p>Oversight by PSHE/RSHE Lead, Pastoral and PE Lead</p> <p>Supported by NHS school nursing teams and external sports coaches where appropriate</p> | <p>slides, journals, and case studies)</p> <p>PE schemes of work, NHS resources on exercise and health, and national campaigns</p> | <p>physical health concepts</p> <p>Simplified vocabulary and pre teaching of terms</p> <p>Practical activities adapted in PE to include differentiated equipment and tasks</p> <p>Small group or 1:1 support for pupils requiring physical or sensory adjustments</p> | <p>newsletters and school website</p> <p>Jigsaw overviews and PE curriculum maps shared with pupils to encourage family participation</p> <p>Opportunities for parents to engage in health campaigns and school events</p> <p>Signposting to NHS and local leisure or sports services for family wellbeing</p> |
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| <div data-bbox="114 252 152 284" style="display: inline-block; width: 10px; height: 10px; background: repeating-linear-gradient(45deg, transparent, transparent 2px, black 2px, black 4px);"></div> Both | Healthy Eating | <p>Primary Years 1–6 focus on understanding food groups, balanced diets, the importance of healthy choices</p> <p>Secondary Years 7–11 build on this with more detailed exploration of nutrition, diet-related illnesses, body image, and healthy lifestyle choices</p> | <p>Delivered mainly through the Healthy Me Puzzle – Spring Term</p> <p>Reinforced across the year in Being Me in My World – Autumn 1 and Changing Me – Summer 2</p> <p>Practical reinforcement through whole school initiatives such as healthy eating weeks and school meals prepared by the school cook</p> | <p>Weekly Jigsaw PSHE lessons using discussions, food diaries, case studies, and reflection activities</p> <p>Cross curricular links with Science and Technology (food technology)</p> <p>Practical experiences through healthy school lunches</p> | <p>Class teachers and PSHE/RSHE staff</p> <p>Oversight by PSHE/RSHE Lead and Pastoral Lead</p> <p>Support from catering team, Science and Food Tech Leads</p> | <p>Jigsaw Primary and Secondary programme (Healthy Me puzzle slides, journals, case studies, and interactive tasks)</p> <p>NHS Change4Life materials, Eatwell Plate resources, and school catering menus</p> | <p>Visual aids such as food sorting cards, symbolised resources, and real food samples where appropriate</p> <p>Simplified vocabulary and step by step teaching of concepts</p> <p>Sensory considerations for pupils with food-related anxieties or sensory processing needs</p> <p>Small group or 1:1 delivery where pupils need extra support to understand</p> | <p>Parents informed of healthy eating focus through newsletters, menus, and Jigsaw overviews</p> <p>Guidance shared on healthy packed lunches and balanced meals at home</p> <p>Signposting families to NHS resources and local healthy eating initiatives</p> |
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| <div> <div></div> Both </div> | Drugs, Alcohol, Tobacco and Vaping | <p>Primary Years 1–6 focus on medicines and early awareness of the risks of smoking, alcohol, and unhealthy choices</p> <p>Secondary Years 7–11 build on this with more detailed learning about the effects of drugs, alcohol, tobacco, and vaping on health, decision making, and law including substance misuse and addiction</p> | <p>Delivered mainly through the Healthy Me Puzzle - Spring Term</p> <p>Reinforced in Relationships - Summer 1 (peer influence and resisting pressure) and Being Me in My World - Autumn 1 (personal responsibility for health and wellbeing)</p> | <p>Weekly Jigsaw PSHE lessons using discussions, case studies, role play, and reflection activities</p> <p>Whole school awareness campaigns linked to national health weeks</p> <p>Cross curricular links with science for the impact of substances on the body</p> | <p>Class teachers and PSHE/RSHE staff</p> <p>Oversight by PSHE/RSHE Lead and Designated Safeguarding Lead</p> <p>Support from NHS school nursing service, local drug and alcohol support agencies, and external speakers where appropriate</p> | <p>Jigsaw Primary and Secondary programme (Healthy Me puzzle lesson slides, journals, and case studies)</p> <p>NHS and Public Health England resources on drugs, alcohol, tobacco, and vaping</p> <p>Support materials from FRANK and local health campaigns</p> | <p>Use of visual supports and symbolised resources</p> <p>Simplified vocabulary and clear step by step teaching about safe and unsafe substances</p> <p>Practical demonstrations and role play adapted for smaller groups</p> <p>Repetition, modelling, and sensory appropriate alternatives for pupils with additional needs</p> | <p>Parents informed of substance education themes through newsletters and school website</p> <p>Jigsaw overviews shared to encourage family discussion about safe choices</p> <p>Parent information evenings or workshops on vaping and substance awareness</p> <p>Signposting families to</p> |

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| | | | | | | | | NHS, FRANK, and local support services |
|  Both | Health Protection and Prevention (illness signs, sun safety, sleep, hygiene, vaccinations) | <p>Primary Years 1–6 focus on recognising signs of illness, personal hygiene routines, and understanding the role of vaccinations</p> <p>Secondary Years 7–11 building on this with detailed learning about preventing infection, managing stress, safe hygiene practices, recognising when to seek</p> | <p>Delivered mainly through the Healthy Me Puzzle - Spring Term</p> <p>Reinforced in Changing Me – Summer 2 (body changes and self-care) and Being Me in My World - Autumn 1 (responsibility for health and wellbeing)</p> <p>Linked to school vaccination schedule and awareness events</p> | <p>Weekly Jigsaw PSHE lessons including discussions, scenarios, reflection activities, and mindfulness</p> <p>Assemblies and health awareness days across the school year</p> <p>School nursing service delivering yearly nasal flu vaccinations and age-appropriate immunisation programmes</p> | <p>Class teachers and PSHE/RSHE staff</p> <p>Oversight by PSHE/RSHE Lead, Designated Safeguarding Lead and Pastoral.</p> <p>Support from NHS school nursing service and local health teams</p> | <p>Jigsaw Primary and Secondary programme (Healthy Me puzzle lesson slides, journals, case studies, and practical activities)</p> <p>NHS and Public Health England resources on hygiene, sleep, vaccinations</p> <p>School nursing team vaccination programme materials</p> | <p>Use of visual supports, social stories, and symbolised hygiene routines for understanding health protection</p> <p>Simplified vocabulary and repetition to reinforce daily health habits</p> <p>Practical activities adapted for sensory needs such as tactile alternatives for handwashing practice</p> | <p>Parents informed of health protection themes through newsletters and website updates</p> <p>Jigsaw overviews shared to encourage reinforcement of hygiene routines at home</p> <p>Consent and information provided for yearly nasal flu vaccinations and school</p> |

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| | | medical help, and understanding immunisation programmes | | | | | Small group or 1:1 delivery for pupils with high levels of health anxiety or medical needs | age immunisations |
| <div> <div></div> Both </div> | Personal Safety (road, rail, water safety, hazard awareness) | <p>Primary Years 1–6 focus on developing awareness of risks in everyday environments with practical reinforcement through yearly Bikeability</p> <p>Secondary Years 7–11 build on this by exploring independent travel, personal responsibility, risk management, online and community safety</p> | <p>Delivered mainly through the Being Me in My World Puzzle - Autumn 1 (responsibility and keeping safe) and the Healthy Me Puzzle – Spring Term (risk awareness and managing danger)</p> <p>Reinforced across the year through assemblies, PE and outdoor activities, and external awareness events</p> | <p>Weekly Jigsaw PSHE lessons using discussions, scenarios, reflection activities, and safety role play</p> <p>Practical workshops including yearly Bikeability</p> <p>Assemblies and enrichment days linked to seasonal safety risks</p> | <p>Class teachers and PSHE/RSHE staff</p> <p>Oversight by PSHE/RSHE Lead and Designated Safeguarding Lead and Pastoral</p> <p>Support from local authority and Bikeability team</p> | <p>Jigsaw Primary and Secondary programme (Being Me in My World and Healthy Me puzzle lesson slides, journals, case studies, and practical activities)</p> | <p>Visual supports and symbolised safety prompts for understanding routines and hazard awareness</p> <p>Practical learning adapted with differentiated equipment such as adapted bicycles or visual hazard signs</p> <p>Simplified vocabulary and repetition of</p> | <p>Parents informed of personal safety focus through newsletters and website Information</p> <p>Jigsaw overviews provided to encourage reinforcement of hazard awareness at home and in the community</p> <p>Signposting parents to local safety campaigns and resources</p> |

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| | | | | | | | key safety rules Small group or 1:1 delivery for pupils with sensory or mobility needs requiring extra reinforcement of personal safety skills | such as Network Rail, and local authority services |
| <div> <div></div> Both </div> | Basic First Aid (emergency calls, CPR, defibrillator use) | <p>Primary Years 4–6 introduction to basic first aid skills, recognising emergencies, and knowing how to call for help</p> <p>Secondary Years 7–11 build on this with practical awareness of CPR, defibrillator use,</p> | <p>Delivered mainly through the Healthy Me Puzzle - Spring Term</p> <p>Reinforced in Being Me in My World – Autumn 1 (responsibility and safety)</p> <p>Practical reinforcement through enrichment days and school safety</p> | <p>Weekly Jigsaw PSHE lessons using discussions, demonstrations, reflection activities, and practical role play</p> <p>Assemblies and workshops led by school staff or external first aid trainers</p> <p>Yearly staff first aid training supports</p> | <p>Class teachers and PSHE/RSHE staff</p> <p>Oversight by PSHE/RSHE Lead, Pastoral and Designated Safeguarding Lead</p> <p>Supported by school first aid team, NHS trainers, St John</p> | <p>Jigsaw Primary and Secondary programme (Healthy Me puzzle lesson slides, journals, case studies, and practical activities)</p> | <p>Visual aids, step by step guides, and symbol-supported instructions for emergency procedures</p> <p>Chunked delivery with repetition and modelling of techniques</p> <p>Small group or 1:1 practice for pupils requiring additional</p> | <p>Parents informed of first aid themes through newsletters and school website</p> <p>Jigsaw overviews shared to encourage discussion about safety and emergency procedures at home</p> |

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| | | managing minor injuries, and responding safely in emergency situations | awareness events | consistent teaching and modelling of safe procedures for pupils | Ambulance, and other accredited first aid providers | | support or adapted equipment Sensory considerations for pupils with anxiety or trauma sensitivities | |
|  Both | Developing Bodies (puberty, menstrual health, reproductive health, menopause) | <p>Primary Years 5–6 introduction to puberty, bodily changes, menstruation, and hygiene</p> <p>Secondary Years 7–11 build on this with detailed coverage of puberty, reproductive health, menstrual wellbeing, hormonal changes, and</p> | <p>Delivered mainly through the Changing Me Puzzle - Summer 2</p> <p>Reinforced across the year through Healthy Me Puzzle - Spring 1 for hygiene and self-care</p> <p>Primary coverage timed to support Year 5 transition to secondary</p> | <p>Weekly Jigsaw PSHE lessons including teacher-led discussions, interactive activities, case studies, reflection exercises, and practical demonstrations</p> <p>Assemblies and health awareness days to reinforce key messages</p> | <p>Class teachers and PSHE/RSHE staff</p> <p>Oversight by PSHE/RSHE Lead, Pastoral and Designated Safeguarding Lead</p> <p>Supported by school nurse, NHS sexual health services, and external health professionals</p> | <p>Jigsaw Primary and Secondary programme (Changing Me and Healthy Me puzzles) with lesson slides, worksheets, case studies, and interactive activities</p> <p>NHS educational resources on puberty, menstruation, reproductive</p> | <p>Visual supports and symbolised resources to explain bodily changes</p> <p>Simplified vocabulary and pre-teaching of key terms</p> <p>Use of social stories or role play to explore changes and self-care routines</p> <p>Small group or 1:1 delivery for</p> | <p>Parents informed in advance of coverage through newsletters and website</p> <p>Parent guides and Jigsaw overviews shared to support home discussion about puberty and reproductive health</p> <p>Workshops or drop-in</p> |

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| | | menopause awareness | Secondary coverage revisited progressively through Key Stages 3 and 4 as part of Relationships and Healthy Me puzzles | Drop-in or 1:1 support available for sensitive questions | where appropriate | health, and menopause Practical aids such as menstrual products and hygiene guides | pupils needing additional support or sensory considerations | sessions offered for parents to |
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