Mary Deans CE Primary School Relationships, Health, and Sex Education (RSHE) Policy

Incorporating Jigsaw 3-11 PSHE Framework & September 2026 DfE Statutory Updates

1. Introduction & The Jigsaw Approach

At Mary Deans Primary, we deliver our statutory Relationships and Health Education through Jigsaw, the mindful approach to PSHE. Jigsaw provides a comprehensive, progressive, and age-appropriate whole-school curriculum framework. This framework supports emotional literacy, resilience, and safeguarding while fully meeting the Department for Education's (DfE) updated 2026 statutory guidelines. RSHE is taught as a vital safeguarding tool, helping children build self-respect, empathy, and positive habits for their mental and physical wellbeing.

2. Statutory Framework & The 2026 Updates

This policy satisfies the legal obligations outlined in section 34 of the Children and Social Work Act 2017 and complies fully with the statutory DfE RSHE Guidance (effective September 2026) and Keeping Children Safe in Education (KCSIE) 2026 requirements. The 2026 curriculum revisions are grouped into six core Jigsaw 'Puzzles' which are taught annually:

- **Being Me in My World:** Identity, feelings, rights, responsibilities, and school community values.
- **Celebrating Difference:** Anti-bullying, empathy, diversity, and respecting differences.
- **Dreams and Goals:** Perseverance, goal-setting, aspirations, and managing disappointment.
- **Healthy Me:** Physical health, mental wellbeing, substance education, lifestyle choices, and coping with grief or loss.
- **Relationships:** Building positive friendships, family units, digital safety, conflict resolution, and understanding consent.
- **Changing Me:** Growing up, emotional changes, coping with transition, puberty, and reproduction.

3. 2026 Specific Curriculum Requirements

In accordance with the September 2026 updates, our curriculum includes units of work addressing contemporary risks and personal safety, specifically:

Advanced Online Safety & AI Literacy

Pupils are taught digital literacy explicitly, covering the concept of deepfakes, AI-generated chatbots, the impact of fake social media profiles, and safeguards against online grooming, manipulation, or digital tracking.

Safeguarding & Anatomical Language

To protect children and facilitate disclosure, correct biological vocabulary for body parts is taught from the early years. Pupils learn clear definitions of boundary violations and age-appropriate consent.

Expanded Health, Grief & Physical Safety

The health module incorporates age-appropriate frameworks for mental health awareness, emotional self-regulation, coping with bereavement, and environmental safety protocols (such as travel and fire safety).

4. Supporting Pupils with SEND

In alignment with the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice, Mary Dean's Primary ensures that RSHE is accessible, meaningful, and highly relevant to all pupils. Children with SEND may be more vulnerable to online exploitation, bullying, and boundary confusion; therefore, our delivery is carefully tailored to support them effectively:

- **Differentiated Jigsaw Delivery:** The Jigsaw 3-11 curriculum is adapted by class teachers in collaboration with the SENDCo. Lessons can be broken down into small, concrete steps with visual aids, social stories, and sensory scaffolds where required.
- **Developmental vs. Chronological Alignment:** Content is mapped to the pupil's developmental readiness rather than strictly adhering to chronological age, ensuring that sensitive topics like puberty are taught when they are most practical and relevant to the individual child.
- **Reinforced Boundary and Communication Training:** Enhanced emphasis is placed on explicit modeling of personal space, body ownership, ways to signal 'no' or communicate a breakdown in safety, and identifying trustworthy adults.
- **1:1 and Small Group Interventions:** Where whole-class settings prove overwhelming or insufficiently targeted, pre-teaching or supplementary small-group sessions are used to consolidate concepts and address personal learning plans (PLPs).

5. Separation of Science, Health, and Sex Education

The DfE is clear that parents do not have the right to withdraw their children from statutory Relationships Education, Health Education, or National Curriculum Science. The breakdown is as follows:

Curriculum Component	Statutory Status & Description
National Curriculum Science (Compulsory)	Covers the human life cycle, biological naming of body parts, and the physical changes of growing up. No right of withdrawal.
Statutory Health Education (Compulsory)	Delivered via Jigsaw's 'Changing Me' Puzzle. Covers the changing adolescent

	body and puberty. No right of withdrawal.
Non-Statutory Sex Education (Optional)	A discrete, age-appropriate lesson covering human conception and reproduction taught in Year 6. Parents hold the right to request withdrawal.

6. Parental Engagement & Right to Withdraw

In accordance with the 2026 transparency mandate, all Jigsaw RSHE curriculum overviews and teaching resources are shared openly with parents prior to delivery. Curriculum materials cannot be legally withheld or hidden from parent review.

To request a withdrawal from non-statutory Sex Education, parents must complete the Parental Withdrawal Request Form (Appendix A) and submit it to the Headteacher. The Headteacher will host a meeting with the family to clarify the curriculum goals and arrange supervised, high-quality alternative provision during those specific lessons.

Approved by:	
Date Approved:	September 2026
Next Review Date:	September 2027

Appendix A: Parental Withdrawal Request Form

To be completed by parents/carers wishing to withdraw their child from non-statutory Sex Education lessons.

Name of Child:	
Class / Year Group:	
Name of Parent/Carer:	
Date of Request:	

Reason for Withdrawal Request

Please outline your specific concerns or reasons for requesting your child's withdrawal from the non-statutory Jigsaw 'Changing Me' human reproduction lessons:

Parent Declaration

• By signing below, I understand that my child cannot be withdrawn from the statutory elements of the Relationships, Health, or Science curriculum (including puberty lessons).
• I understand that the school will contact me to arrange a brief discussion prior to granting this request.

Parent/Carer Signature: _____

Date: _____

For School Use Only

Date Request Received:	
Date of Discussion with Parent:	
Agreed Outcome:	[ ] Request Granted / [ ] Request Withdrawn
Alternative Arrangements for Child:	Detail where the pupil will be supervised and what alternative work they will complete: