COLLIS PRIMARY SCHOOL

Relationships and Sex Education Policy

Collis Primary School
Fairfax Road, Teddington TW11 9BS

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Statutory Policy

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1. Introduction

At Collis Primary School we believe that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is also linked closely to the Science curriculum. It plays a vital role in helping and supporting children through their physical, emotional and moral development. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life. We also aim to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, are informed and comfortable with their bodies, understand the changes during puberty, are healthy and are physically and emotionally safe. This policy reflects the requirements of Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The term RSE is used in this policy, rather than Sex Education. This is to emphasise that our approach goes beyond provision of biological information. It focuses deeply on developing self-esteem and learning skills to manage and maintain positive relationships as well as supporting; personal safety, online safety, the correct use of anatomical vocabulary, teaching puberty before it begins biologically and biological accuracy.

RSE teaching at Collis Primary School is set in the context of clear values; most importantly the value of loving and stable relationships (including marriage). It provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. At Collis we value PSHE as one of the ways to support children's development as human beings, to enable them to understand and respect who they are, to empower them and equip them for life and learning. We include the statutory Relationships Education and Health Education within our whole PSHE programme. See Appendix 1 – Relationships and Appendix 2 – Physical health and mental well-being.

1.1. What is Relationships and Sex Education?

- RSE is compulsory in primary schools (effective from September 2026)
- RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.
- RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.
- RSE teaches children and young people to develop values and attitudes, learn personal and social skills, and increases their knowledge and understanding to enable them to make informed decisions and healthier life choices.
- RSE makes an essential and significant contribution to safeguarding of children during their school-age years and into the future. It enables children to understand their physical and

emotional development and to take increasing responsibility for their own health and wellbeing and that of others.

- It is important that children start to build up anatomical, accurate vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed.

1.2. What Does Relationships Education Cover?

Compulsory Relationships Education in primary schools will cover 'Families (including different types of families)', 'Friendships and respectful relationships', 'Respect, kindness and equality, 'Safe relationships', 'Physical health and wellbeing', 'Mental Health and emotions', 'Basic body knowledge and puberty'.

The new guidance states that Relationships Education should 'should ensure that all pupils understand the importance of equality and respect' inclusive of LGBT and gender equality, in line with the Equalities Act 2010.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers can be seen here.

RSE at Collis equips children at an age appropriate level with the values, skills and knowledge to understand and deal appropriately with social and cultural pressures (including online safety / digital media).

2. Aims

The aims of RSE at Collis Primary School are to:

- Link it to the Collis 5Cs: Collaboration, Challenge, Creativity, Care and Courage.
- Link to the Collis 4Bs: Be Responsible, Be a learner, Be Respectful and Be Safe.
- Promote and enhance the vision "Learning to make the world a better place."
- Compliment the PSHE programme, Jigsaw the mindful approach and provide students with a comprehensive understanding of PSHE and RSE.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development (in an age appropriate / scientific way) and the importance of health and personal hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Safeguard pupils so that they have the knowledge to know what a healthy and physically safe relationship is.

The Science Curriculum for Key Stage 1 and Key Stage 2 also supports the teaching of RSE at Collis. Through the curriculum we aim to support, teach and encourage children (at an appropriate stage in their development) to:

- Enjoy the positive attitudes and values – learning the value of family life, marriage, and stable and loving relationships for the nurture of children; learning the value of respect, love and care; exploring, considering and understanding moral dilemmas.
- Develop personal and social skills – allowing them to learn to manage emotions and relationships confidently and sensitively; develop self-respect and empathy for others; learn how to make choices based on an understanding of difference and with an absence of prejudice; develop an appreciation of the consequences of choices made; manage conflict; and learn how to recognise and avoid exploitation and abuse.
- Gain knowledge and understanding – through learning and understanding physical development at appropriate stages; reproduction, emotions and relationships.

3. Statutory Requirements

As a maintained primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

An outline of the statutory requirements can be found in the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education.

At Collis Primary school we use Jigsaw, the mindful approach to PSHE.

4. Policy Development

1. Review
2. The policy was shared with all parents/carers and statutory requirements were explained. Opportunity was given to feedback and ask questions about the policy.
3. Pupil consultation – KS2 School Council spoke to classes about the format of their RSE lessons.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Curriculum

Our PSHE and RSE curriculum is carefully developed and sequenced using the PSHE Jigsaw framework and statutory guidance from the Department for Education. It takes into account the age, needs and feelings of pupils at KS1 and KS2. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that all children's questions are answered in a well informed and age appropriate manner. Therefore meaning that children will not need to seek answers to their questions from unreliable / inappropriate sources online.

Objectives/Pupil Learning Intentions

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

At Collis we follow Jigsaw, the Mindful approach and all areas of PSHE for the primary phase are shown in the following table:

Term	**Topic**	**Content**
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me / RSE	Includes Relationships and Sex Education in the context of coping positively with change

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

5.1. Objectives / Pupil's RSE Learning

The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These are the RSE lesson objectives to be taught in Summer 2.

Year Group	***Topic***	***Learning Objectives*** ***'Pupils will be able …'***
EYFS Reception	Reception	L1 RSE (no removal) - To be able to name parts of the body Knowledge – I can accurately name and locate: Eye, Ear, Knee, Finger, Foot Mouth, Nose, Stomach, Eyebrow, Arm, Tongue, Toe, Forehead, Chest, Hand, Leg L2 I know that if I exercise and eat fruit and vegetables I will be healthy L3 RSE (no removal) - To understand that we all grow from babies to adults L4 - To be able to express how I feel about moving to Year 1 Knowledge – I can name 2 words that I feel about my new class. L5 - To be able to talk about my worries and/or the things I am looking forward to about being in Year 1 Knowledge – I can tell you one thing that I am excited for in Year One. I can say a worry to an adult if I have one. L6 - To be able to share my memories of the best bits of this year in Reception Knowledge – I can look at pictures and talk about my favourite memory from Year R.
1	Year 1	L1 RSE (no removal) - To begin to understand the life cycles of animals and humans Knowledge – I know that changes happen as I grow. L2 – To say some things that have changed and stayed the same about myself (not just physical changes) Knowledge – Say 2 things that have changed and one thing that has stayed the same. L3 RSE (no removal) –I know I am taller, stronger and look different from when I was a baby L4 – RSE (no removal)I know males have a penis and testicles and females have a vulva and vagina. Males and females have an anus L5 –To understand that every time I learn something new I change a little bit Knowledge – I can tell you 2 new things that I have learnt. L6 – To tell you about changes that have happened in my life Knowledge – I can say 2 changes that have happened in my life and say how these made me feel.
2	Year 2	L1 - RSE (no removal) To be able to recognise cycles of life in nature Knowledge – To know that changes happen without me choosing them to L2 – RSE (no removal) To say the natural process of growing from young to old and understand that this is not in my control Knowledge – I can show the process of growing from a baby to an elderly person and name one person who is older than me who I respect. L3 - RSE (no removal) To recognise how my body has changed since I was a baby and where I am on the continuum from young to old Knowledge – I can accurately position myself on a timeline from baby from elderly person and give an example of how I have changed since I was born. L4 – (RSE no removal) I know males have a penis and testicles and females have a vulva and vagina. Knowledge - Males and females have an anus and these are all private L5 – RSE (no removal) I know that if I am unhappy with a physical touch I must tell a trusted adult (DOMESTIC VIOLENCE LINK – SAFEGUARDING) L6 - To be able to identify what I am looking forward to when I move to my next class Knowledge – I can say at least 2 things that I am looking forward to in Year 3.

3	Year 3	L1 – RSE (no removal)I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby Knowledge – I can explain how babies change throughout life into full grown (animals and humans). I can explain that female mammals carry babies. L2 – SEX EDUCATION (parents have the right to withdraw but we would encourage all children to be in the lesson for safeguarding reasons) To understand that as boys and girls grow, their bodies change on the outside, and these changes help bodies become able to make babies. Knowledge - To give an example for how a boy and girl's body changes (outside) and understand this is not in our control / happens at different rates. L3 – SEX EDUCATION (parents have the right to withdraw but we would encourage all children to be in the lesson for safeguarding reasons) To understand how boys' and girls' bodies change on the inside as they grow, and why these changes help bodies become able to make babies. Knowledge - To give an example for how a boy and girl's body changes (inside) and understand this is not in our control / happens at different rates L4 - RSE (no removal Understand that during puberty it is important to keep clean and healthy, and know simple ways to do this. Knowledge – Name 2 different ways to keep my body clean and why this is important during puberty L5 –RSE (no removal To start to recognise stereotypical ideas I might have about parenting and family roles Knowledge – I can explain what a stereotype is and how this can affect how I view roles in a family. L6 - RSE (no removal) To be able to identify what I am looking forward to when I move to my next class Knowledge – I can say at least 2 things that I am looking forward to in Year 4.
4	Year 4	L1- RSE (no removal) - I understand that lots of things make up a person's identity and this is what makes them unique Knowledge – To give an example of how I will have choices about developing my own identity L2 - RSE (no removal) –To be able to describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Knowledge – I can explain what a period (menstruation) is and the reason why this change happens for females. L3- RSEI know there are many types of family and that often our family members form part of our inner circle Knowledge – I can give an example of two types of families and give one example of how they support one another L4 – RSE I know how the circle of change works and can apply it to changes I want to make in my life Knowledge – I can express my feelings about changes that are outside of my control and give an example of how to manage these feelings positively L5 - I can identify changes that have been and may continue to be outside of my control that I learnt to accept Knowledge – To identify 2 changes that I have control of and 2 that I may not. L6 - To be able to identify what I am looking forward to when I move to a new class. Knowledge – I can say at least 2 things that I am looking forward to in Year 5.

5	Year 5	This links to Online Safety L1 I am aware of my own self-image and how my body image fits into that Knowledge – To give an explanation of what self image and body image is. L2 RSE (no children to be withdrawn) To be able to explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Knowledge – To explain that girls have periods and name one way to take care of themselves emotionally and physically. L3 –RSE (no children to be withdrawn) I can describe how boys' bodies change during puberty Knowledge - I can express how I feel about the changes that will happen to me during puberty L4 - SEX EDUCATION (right to withdraw) To be able to describe how a baby develops from conception through the nine months of pregnancy Knowledge: Babies are created with a sperm and an egg. It takes 9 months to grow a baby. L5 – RSE (no children to be withdrawn) I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) Knowledge – I can name 2 things that I am gaining responsibility for L6 RSE (no children to be withdrawn) –To be able to identify what I am looking forward to when I move to my next class. Knowledge – I can name 2 things that I am looking forward to in Year 6.
6	Year 6	RSE (no children to be withdrawn) This also links to Online safety L1 – To be aware of my own self-image and how my body image fits into that Knowledge – To represent my own self image in a visual way. Reflect on if my body image is positive or negative. RSE (no right to withdraw)This also links to Online safety L2 –To be able to explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally Knowledge –I can give 2 examples of how girls and boys bodies change during puberty. L3 SEX EDUCATION (parents can request children to be withdrawn)- I understand that sexual intercourse can lead to conception and that is how babies are usually made and sometimes people need help from doctors to have a baby Knowledge – To explain what conception is and know that understand that sometimes people need IVF to help them have conceive a baby RSE (no children to be withdrawn) L4 - I know myself well enough to maintain positive relationships with others whilst still keeping my own identity (adolescent friendship) Knowledge – To know two appropriate ways to be assertive within a friendship group RSE (no children to be withdrawn) This also links to Online safety L5 – To be aware of the importance of a positive self-esteem and what I can do to develop it Knowledge: To know two ways to develop positive self – esteem including realistic expectations, positive body talk and being aware of social media pressures RSE (no children to be withdrawn) L6 – To be able to identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. Knowledge: To name 2 ways that I am feeling about a new school year in a new school setting.

5.2. Curriculum Time

At Collis Primary School, we allocate designated time each week to PSHE in order to teach the knowledge and skills in a developmental and age appropriate way. These explicit lessons are reinforced and enhanced in many ways: assemblies, through children's relationships with each other, adult to child relationships and adult-to-adult relationships across the School. We aim to apply it to everyday situations within the school community.

Class teachers deliver the weekly lessons to their own classes because they have the strongest formed relationships with those in their class. This means children have the opportunity to discuss the learning further with them at other times throughout the week. In lessons, class teachers will make a clear distinction between factual information and people's views and beliefs. Correct biological names for body parts will be used. See Appendix 3 – Vocabulary Progression across the school.

5.3. Meeting Individual Pupils Needs

The scheme of work for RSE is developmental and builds on learning year by year. Additional support for SEND and EAL will be made as appropriate. Within a class, children will have differing levels of ability and maturity. Teachers will respond to children's questions at their level whilst balancing the needs of the whole class. Sometimes individual children will ask questions and raise issues that are much more advanced than the lesson content intends. The response of teachers to questions that cannot be answered appropriately within the context of the lesson is a standardised one:

"Thank you for your question. It's normal to be curious, but that is not something we are learning in today's lesson. You will learn more about this topic as you get older but if still have questions, you can talk to a trusted adult at home."

Teachers will use their discretion and will, if necessary, refer to the PSHE coordinator for advice and support. If a teacher is concerned that a child is at risk of sexual abuse or harmful sexual behaviour, the Head Teacher/ Safeguarding Lead will be informed and the usual Child Protection procedures will be followed in accordance with the relevant school policies (see Safeguarding policy).

5.4. Ground Rules

Although RSE can sometimes feel a little embarrassing for children, we feel it is imperative that children and staff have a mature and sensible attitude whilst learning and delivering RSE sessions. Therefore, ground rules are put in place to ensure high quality RSE can be delivered and children feel comfortable. At all times we will follow the School's Behavior Policy.

Alongside the school's 4Bs for behaviour rules, we follow these rules during all RSE sessions:

- The class teacher will deliver all RSE lessons.
- No child will be laughed at or made to feel uncomfortable because of their beliefs, opinions or ideas (regardless whether other children or adults agree with them).
- Confidentiality within the group needs to be respected. Whatever is discussed should not be further spoken about with children from other year groups/classes.
- Inappropriate or abusive language or behaviour is not acceptable.
- Questions are welcomed, however not all subjects are suitable for class or group discussion.
- Nobody (adult/child) is expected to answer personal questions.
- No one will be forced to take part in discussions.
- Although children may use a range of vocabulary within RSE, Collis uses accurate / anatomical names for body parts in order to safeguard children. This allows children to communicate accurately when discussing / disclosing / learning about RSE topics and safeguarding them for any potential disclosures.

Sensitive to faith and cultural perspectives
Faith and cultural beliefs will be considered alongside the law and medical facts to help children make positive and informed choices. Teaching includes the perspectives of a range of different faiths as part of the context for discussions about sex and relationships.

Promote equality, inclusion and acceptance of diversity
RSE promotes awareness, respect and understanding for the wide range of practices and beliefs relating to sex and relationships within our society. Within this RSE must be aware of and responsive to the diverse faith, cultural and family backgrounds of children and to abilities, gender and sexual orientation.

Promote strong and stable relationships
It is vital that RSE provide appropriate focus on personal and social relationships, to help children to understand the importance of stable and loving relationships for family life. RSE can help children to build the resilience they need to cope with change and loss when there is disruption in family structures for example, due to bereavement or separation.

Increase awareness of rights and responsibilities
RSE can provide children with a clear sense of rights and responsibilities in relation to sex and relationships. RSE should always be taught in an age appropriate manner, building on the learning from the year previously.

RSE has clear links with other school policies and documents aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti–Bullying Policy
- Behaviour Policy
- Drug and Education Curriculum
- Equalities Information and Objectives
- Equalities Policy
- Health and Safety Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy

6. Delivery of RSE

Primary sex education will focus on:

- The differences between boys and girls bodies.
- Menstruation.
- Preparing boys and girls for the changes that puberty brings.
- How a baby is conceived and born.

A full overview of lesson objectives for Reception – Year 6 can be found at section 5.1 – Objectives / Pupil's RSE Learning.

The School's RSE programme will not be delivered in isolation but is firmly embedded in relevant curriculum areas including PSHE, Citizenship, RE, Science and assemblies.

Jigsaw has a unit of work in the summer term called "Changing Me" and this covers most of the statutory Relationships Education. Some of the outcomes are also taught throughout the year in other puzzle pieces e.g. Celebrating Difference Puzzle. Visitors from outside the School may be invited in to contribute to the delivery of RSE, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Equal Opportunities

Children will have varying needs regarding RSE. At Collis, we firmly believe that all children should have access to RSE.

Our approach to RSE will take account of:

- Ethnic and Cultural Diversity: We will consult parents/carers about our RSE provision and listen to their views.
- Diverse Home Backgrounds: We will ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality: Our approach to RSE embraces respect and through this we will include a sensitive, honest and balanced consideration of sexuality. Collis Primary believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and

sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic, biphobic and transphobic bullying is dealt with strongly yet sensitively in line with our Anti-Bullying Policy.

- Special Educational Needs: We take in account that some of our children have learning, emotional or behavioural difficulties or physical disabilities. We will adapt our teaching to accommodate these needs.

Classroom practice and pedagogy will take into account these points to enable all pupils to access the learning.

At Collis we think it is important that all pupils are aware of their own and other gender's development. This means that we teach the RSE curriculum to all pupils. However, we recognise that pupils can feel more confident asking questions about RSE when they are within the same gender group. Therefore, where appropriate we may occasionally in Key Stage 2 speak to the children in gender groups, allowing time to address and answer any questions in an age appropriate way.

LGBTQ+

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see Appendix 4 – Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Diversity, gender, and LGBTQ+ topics are taught in an age-appropriate manner. These are supported in school via appropriate carefully chosen texts that open up discussions surrounding social perceptions of gender roles and challenging 'traditional' family dynamics. They also reflect modern society and our local community while encouraging mutual respect and tolerance of others reflecting the British values.

7. Roles and Responsibilities

7.1. The Governing Body

The Governing Body will approve this policy, and hold the Head Teacher to account for its implementation.

7.2. Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

7.3. Staff

The PSHE team are responsible for the accurate curriculum planning for statutory and non-statutory RSE curriculum in accordance with the DFE document. This can be found here.

Staff are responsible for:

- Teaching their **own class** RSE.
- Delivering RSE in a sensitive, non-biased or judgmental way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Ensuring equality for all genders, faiths and beliefs.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE.
- Following the school's safeguarding procedures to report any concerns.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

Where necessary, the class teacher will teach the lessons with support from the school team.

7.4. Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Training

Relevant support and updates are provided for staff during INSET time and weekly briefing reminders to ensure that they are confident and up-to-date with RSE curriculum delivery. All staff are aware of the objectives needed to be taught in advance and can ask for support from the PSHE Team or SLT if they require. The PSHE team ensure that lessons that may be more sensitive are planned by them and approved by SLT before class teachers deliver them.

The School invites external visitors, such as school nurses, to provide sessions with pupils (KS2).

9. Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Team through monitoring of planning, learning walks, book looks, and discussions with children, ongoing dialogue and training of all staff.

This policy will be reviewed annually by the RSE lead and the PSHE Team.

10. Parents/Carers Right to Withdraw

The School informs parents/carers via the RSE letter in May of each academic year of the content of RSE lessons for each year group. This is in advance of them being taught. Parents are provided with the learning objectives their child will cover and can view videos which will be shown during lessons in advance. Parents are made aware of which lessons are statutory and which they have the right to withdraw from. Collis encourages all pupils to take part in all RSE lessons, statutory or not, as we believe the lessons provide appropriate safeguarding and content for children.

Parents/carers **do not have the right to withdraw** their children from **Statutory Relationships Education** (Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, health education). More information about what is included can be found here (page 22).

Parents/carers **have the right to withdraw** their children from **Sex Education** (page 13)provided at school **except for those parts included in statutory National Curriculum Science** and that included within **Statutory Relationships and Health Education**. As a school we actively promote the implementation of RSE and strongly discourage withdrawal.

If an application to withdraw a child from Statutory Sex Education is received, the Head Teacher will discuss the request with parents and, if appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The School will document this process to ensure a record is kept. Requests for withdrawal should be put in writing using the form found at Appendix 5 of this policy and addressed to the Head Teacher.

At Collis Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle unit (Summer 2). We conclude that sex education refers to Human Reproduction, and therefore inform parents/carers of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this:

- Year 3 (Boys and girls changes to their bodies on the outside (Lesson 2 and lesson 3)
- Year 5 (Conception – Lesson 4)
- Year 6 (Sexual intercourse can lead to conception / some people need IVF to conceive a baby – Lesson 3)

Examples of the content of RSE lessons can be made available to parents/carers if requested by email.

Appendix 1 – Relationships



The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. These can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme and the links to each one can be found here.

From September 2026, the guidance states that, by the end of primary school:

	Pupils should know…	**How Jigsaw provides the solution**
Families and people who care for me	Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	These aspects are covered in lessons within the Puzzles: • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	These aspects are covered in lessons within the Puzzles: • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Respectful relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners.	These aspects are covered in lessons within the Puzzles: • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	
Online relationships	Curriculum content: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	These aspects are covered in lessons within the Puzzles: • Relationships • Changing Me • Celebrating Difference

Being safe	Curriculum content: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	These aspects are covered in lessons within the Puzzles: • Relationships • Changing Me • Celebrating Difference Being Me in My World

Appendix 2 – Physical health and mental well-being

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The Department for Education guidance states that, by the end of primary school:

	Pupils should know…	**How Jigsaw provides the solution**
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • 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 • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • 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	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference Other curriculum links: Computing curriculum – online safety

Internet safety and harms	• 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 • 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 • why social media, some computer games and online gaming, for example, are age restricted • 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 • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me • Being me in my world Other curriculum links: Computing curriculum – online safety •
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • 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)	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	

Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

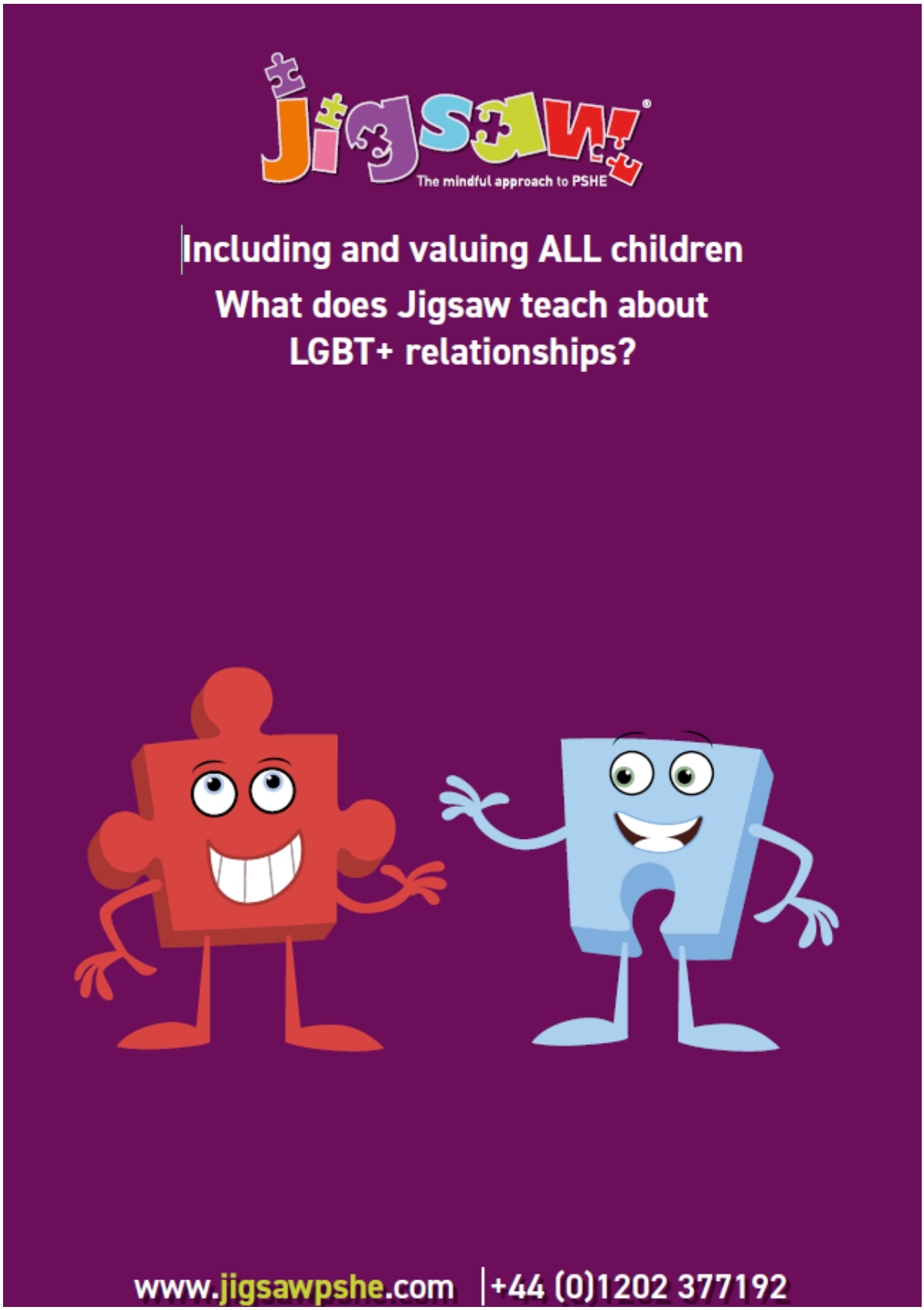
Appendix 3 – Vocabulary Progression across the School

Words in yellow are sticky knowledge vocabulary

	Relationships – Summer 1	Changing me – Summer 2
Year R	**Tier 2** Family; Jobs; Friend; Words; Feelings; Angry; Upset; Calm me; Breathing	**Tier 2** Eye, Ear, Knee, Finger, Foot, Mouth, Nose, Stomach, Eyebrow, Arm, Tongue, Toe, Forehead, Chest, Hand, Leg, Healthy, Exercise, Baby, Adult
	Tier 3 Relationship, Lonely, Argue; Fall-out;	**Tier 3** Memories, Excited; Worry; Change
Year 1	**Tier 2** Family, belong, same, different, friendship, helpful, feelings, proud, relationships,	**Tier 2** Life cycle Baby Adult Growth Change, learn, Proud Worried Happy, anxious
	Tier 3 appreciate, relationships, qualities, self-belief, community, physical contact, greet	**Tier 3** life cycle, adulthood mature, male, female, vagina, vulva, penis, anus
Year 2	**Tier 2** Family, different, similar, communication, point of view, secret, trust, honesty, celebrate, appreciate	**Tier 2**, baby, toddler, child, teenager, adult, appearance, independent, private, cuddle, hug, squeeze, growing up, old, older, respect, change
	Tier 3 cooperate, acceptable, not acceptable, conflict, trustworthy, physical contact, worry secret	**Tier 3** male, female, vagina, penis, testicles, vulva, anus, private acceptable, unacceptable, comfortable, uncomfortable, life cycle
Year 3	**Tier 2** male, female, job, respect, difference, inequality, Safe/Unsafe Risky Internet Social media Gaming/Apps Messaging Age restriction Privacy Personal information Trusted adult Trust	**Tier 2** birth, animals, babies, mother, baby, grow, love, affection, care, control,
	Tier 3 stereotype, Global Culture Rights Fairness Influence appreciation	**Tier 3** puberty, male, female, testicles, sperm, penis, ovaries, egg, womb, ovum, vagina, vulva, genitals, stereotypes, personal hygiene

Year 4	**Tier 2** Positive, Negative, Loss, Sadness, Remember, Trust, Loyal, Appreciate	**Tier 2** Identity, choices, hobbies, characteristics, unique, family, support, inner circle, change, control, acceptance, reliable
	Tier 3 Relationship, Memento Negotiate, Compromise Jealousy, Betrayal, conflict	**Tier 3** Puberty Menstruation Menstrual Cycle Periods Period pants Panty liner Menstrual cup Menstrual pads Menstrual towel Tampons Vagina Vulva Ovaries Fallopian tube Period products Hormone Womb
Year 5	**Tier 2** Unique, Positive, Negative, appropriate, peer pressure, personal information, passwords, privacy, lonely	**Tier 2** Relationships puberty, Emotions Fear Excitement Anxious Change
	Tier 3 Characteristics, Qualities, comparison, Negative self-talk, Social media, Online, Community, Safe, Unsafe, Rights, Responsibilities, Gaming, Mental health, Self-esteem, self perception, assertive, age restriction, controlling	**Tier 3** menstruation, towels/pads/pants, hormone, menstrual cycle Conception Fallopian tube Fertilisation Pregnancy Embryo Fertility treatment Puberty Sperm Semen Testicles Erection Facial hair Growth spurt Hormones Testosterone
Year 6	**Tier 2** ashamed, stigma, stress, support, worried, signs, warning, loss, grief, denial, despair, anger, control, pressure, influences, real / fake, true / untrue power	**Tier 2** Perception, Self-esteem, Comparison, ,opportunities, responsibilities, relationship, love, transition, secondary, looking forward, journey, worries, anxiety, excitement
	Tier 3 Mental health, anxiety, bereavement acceptance, assertiveness, cyberbullying, abuse,	Tier 3 Pregnancy Embryo Foetus Placenta Umbilical cord Labour Midwife Relationship Pressure Love Consent Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health Independence Identity Values Relationships Pressure Adolescent Compromise

Appendix 4 – Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?



Jigsaw, the mindful approach to PSHE, is a teaching programme for Personal, Social and Health Education (PSHE) which includes statutory Relationships Education, statutory Health Education and non-statutory Sex Education (DfE England 2019).

It is a comprehensive programme for pupils aged from 3-16, and designed by Jan Lever MBE, a teacher and psychotherapist.

There are six half-term Puzzles (units) sequenced from the beginning to the end of the school year:

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

Each Puzzle has six lessons. The Jigsaw Friends are used as distancing tools along with the Jigsaw Charter to ensure a safe learning environment. Mindfulness philosophy and practice underpins and permeates the programme.

This information leaflet has been written to provide information about Jigsaw's approach to LGBT+ relationships in the age 3-11 programme.

Terminology:

LGBT+: lesbian, gay, bisexual, transgender. The + acknowledges sexualities and gender identities other than lesbian, gay, bisexual and transgender.

In Jigsaw, we also ensure children understand the term heterosexual.

Premise:

Our experience shows us that children are good at accepting and looking past differences to the person. They are happy to be friends with/work with any peer they like and feel comfortable with, regardless of the differences that might be apparent. Of course, difference is sometimes used as a source of bullying and Jigsaw works hard to alleviate this.

So, firstly, it is important to state that Jigsaw nurtures positive and healthy relationships across the school community. It is concerned that all children understand what makes a relationship positive and healthy and can recognise and get help if they are experiencing something unhealthy etc. The starting point is building a positive, respectful relationship with self, engendering a sense of belonging and inclusion. This work begins in the Being Me in My World Puzzle (unit) in all year groups and is reinforced throughout.

Therefore, there is minimal focus on sexual orientation and gender identity in the age 3 -11 programme; enough to enable children to understand the meaning of the words lesbian, gay, bisexual, transgender and heterosexual. At no point in this work is there any mention of sexual activity. It is about people and who they love, are attracted to and may want to marry or spend their lives with.

This work is about alleviating stereotyping, accepting and respecting all people and celebrating differences of all sorts. In this way we aim to value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in the UK today.

What does Jigsaw PSHE teach about LGBT+ relationships and why?

1) Jigsaw believes all children should feel included

Jigsaw is underpinned by the philosophy to value every child as a unique human being, to enable everyone to feel included and to celebrate difference, thus developing empathy, compassion and respect for self and others.

We believe that school is a place where all children should feel safe and respected.

Part of this is helping children to understand there are many differences and similarities between people and that this can be positive rather than a source of negativity, bullying or discrimination.

Jigsaw talks about children and people as being of equal value, without labels, and considers the qualities most important in human beings. It unpacks stereotypes and influences and helps children become mindful, aware of their thoughts and feelings and the impact these may have.

Families

One of the differences children will be familiar with is family composition.

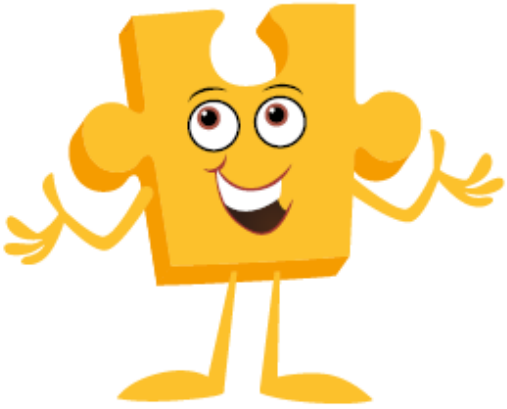
There are many family situations; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBT+. We believe the gender identity and sexual orientation of parents and family members is what it is. This is their business, no-one else's, and in children's eyes is insignificant as these are the people they love and who love and care for them.

Jigsaw therefore makes every effort to reflect a wide range of families in its images so that all children can resonate with their own experience of 'family'. No child should ever be made to feel less accepted, or that their family is any less loving and caring than another. Careful treatment is given to this work in Jigsaw to avoid children being at risk of picking up 'hidden messages that may suggest to them their family is 'not as good as' or 'not right'.

Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. Jigsaw works hard to ensure its materials are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way).

The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be.

Jigsaw's lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.



Examples of teaching materials

In Jigsaw we sometimes use images of people and sometimes distance the learning by using e.g. cartoon characters.

Ages 7-8 Celebrating Difference

This lesson offers many images and asks children, 'Which pictures show a family?' thus opening a discussion on what makes a family and concluding that what is important is that we are loved and cared for, whatever our family composition.














Ages 5-6 Relationships

This lesson uses cartoon characters from Planet Zarg to suggest there are many different sorts of families.







Children as individuals

In the same way that Jigsaw approaches all family compositions as of equal value, it also considers every child of equal value.

Some children in primary school may feel they are different in some way. This difference may be about their developing sexuality or gender identity, but equally, it may be about appearance, body-image, achievements, language, accent or any number of perceived differences.

The second Puzzle (unit) in the Jigsaw Programme for all year groups, called Celebrating Difference, is all about similarity and difference; the underpinning aim being to help children love and accept themselves for who they are and build a positive relationship with self and with others.

There is no direct teaching about children themselves being heterosexual or LGBT+, rather each child is treated as a valued individual.

We simply believe it is important that children understand that individuality is positive and not a source of negativity, thereby leading to acceptance and respect for self and others.

As they explore who they are and their sexuality and gender identity become more apparent to them, this will then be received in a positive way, without fear.

Jigsaw's ages 3-11 programme does not explicitly teach about heterosexual or LGBT+ relationships in adulthood either, other than to explain that any two adults can love each other and be attracted to each other.

The ages 3-11 Jigsaw Programme nurtures respect and acceptance for all, focussing on the characteristics of positive, healthy relationships children themselves will be experiencing e.g. family and friends.

2) Jigsaw aims to eliminate bullying and give age-appropriate understanding

Bullying is often focused on some aspect of difference, hence the Celebrating Difference work which includes anti-bullying work.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or any other aspect of difference or on first impressions or unsubstantiated judgements.

Children will have heard, or will come to hear, words such as 'gay', 'lesbian' or 'transgender'. Sometimes these words can be used as insults or derogatory terms. In this context, Jigsaw explains the meanings of these words age-appropriately and teaches that these are not to be used in derogatory ways as this could cause hurt or harm and are disrespectful. No words are ever to be used to cause hurt or harm.

At no point in Jigsaw is any reference made to sexual activity of any adults regardless of their sexuality. This we strongly believe would be inappropriate and unacceptable. In ages 9-11 when human reproduction is taught (at the school's discretion) this is done from a biological standpoint. IVF and adoption are mentioned to ensure children are aware, but the focus is on teaching the biology of human reproduction.

Jigsaw lessons help by giving age-appropriate information, and by assisting teachers to clarify children's understanding of words and terminology. Explanations as to LGBT+ are always accompanied by explaining heterosexual so that LGBT+ relationships are not singled out as different to the 'norm' but rather seen as part of the whole range of relationships, sexual orientations and gender identities.

However, for ages 3-11 this work is minimal as we are most concerned to nurture accepting attitudes. Further understanding can follow at secondary school.



3) Schools have a duty to uphold the Public Sector Equality Duty (PSED)

The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others. Jigsaw aligns to this throughout.

4) English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values.

The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002).

In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously discussed, Jigsaw lessons, particularly in the Celebrating Difference units of work, include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens. A school's SMSC education is an important part of the Ofsted inspection framework.

5) Schools have a legal obligation to safeguard their pupils

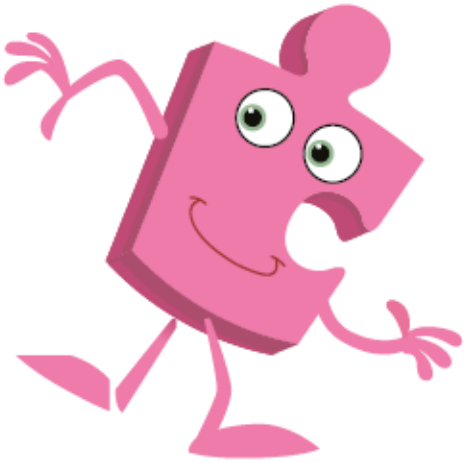
Safeguarding guidance establishes that schools must protect all children from physical and emotional abuse including bullying (on and offline) and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. Jigsaw's lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person.

6) Statutory Relationships and Health Education in England

Relationships Education and Health Education became statutory for all primary schools in England from September 2020; schools being required to follow the published guidance.

Primary children learn that not all families are the same and to respect these differences.

They also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community.



The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics.

The Relationships and Health Education guidance does not suggest a specific age when LGBT+ relationships should be brought into the curriculum, but there is an expectation for this to be included in a sensitive and age-appropriate manner, and in an inclusive way throughout, not simply as a one-off lesson or topic.

It is left to schools' discretion as to how and when they teach what in this regard, taking account of their children and families, situations, beliefs etc.

Schools using Jigsaw will be compliant with this statutory guidance.

Transgender

For more information on Jigsaw's approach to gender identity and transgender, please see the article, **'How does Jigsaw approach Gender Identity?'**

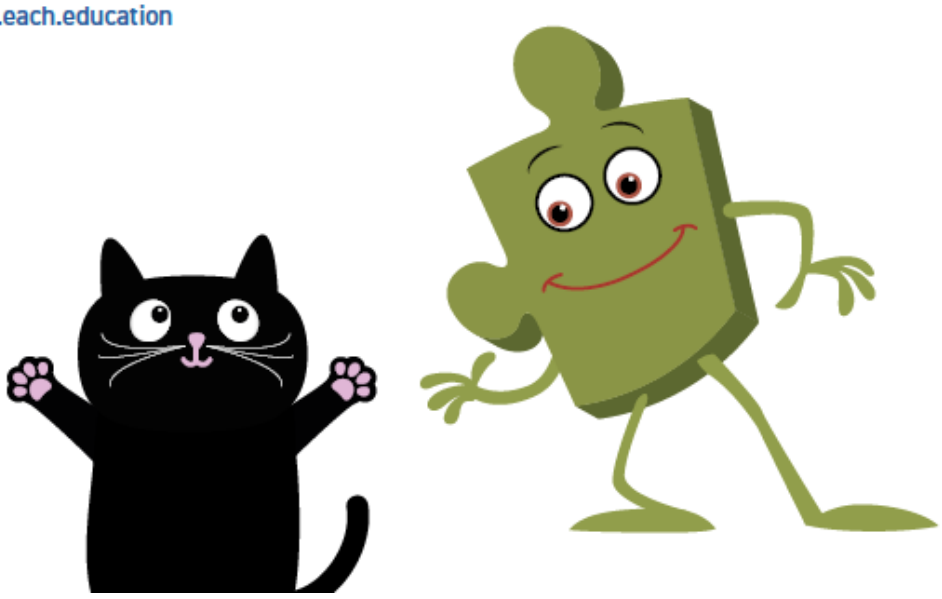
Parental right to withdraw

Since September 2020, parents may only request to withdraw their children from non-statutory Sex Education in PSHE. Relationships Education and Health Education are statutory; this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity, and different families, including the content discussed in this leaflet.

If you require further information about the Jigsaw Programme and/or how your child's school delivers it, please do approach your child's school which will be happy to discuss the programme with you. Schools are, of course, welcome to tailor the Jigsaw Programme for their children's needs mindful of statutory requirements.

Jigsaw PSHE is pleased to work in partnership with EACH (Educational Action Challenging Homophobia) and acknowledges the national work and books of its director: Jonathan Charlesworth M.Ed. in supporting Jigsaw's philosophy to value every child.

www.each.education



Appendix 5 – Parents/Carers Form: Withdrawal from Sex Education within RSE

To be completed by parent/carer			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

To be completed by the school	
Agreed actions from discussion with parent/carer	Include notes from discussions with parents/carers and agreed actions taken. E.g.: Child A will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom