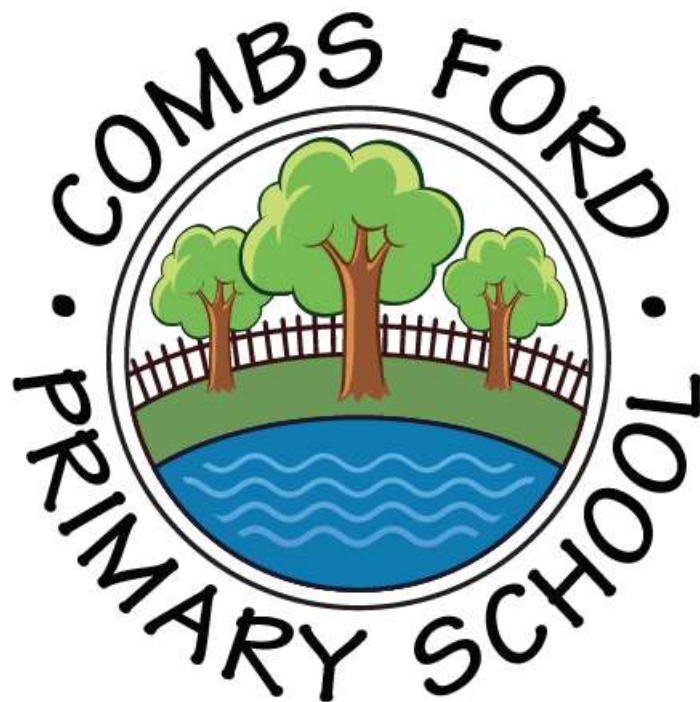


Combs Ford Primary School

Policy for Relationships and Sex Education (RSE) and Health Education



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Approved By: Governing Body	Date: November 2025
Review Cycle: Annually	
Next Review By: November 2026	

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1. Introduction

At Combs Ford Primary School, we are aware that young people are growing up in an increasingly complex world, which presents many positive and exciting opportunities, but also challenges and risks. We believe that our Personal, Social and Health Education (PSHE) teaching, including Relationships and Sex Education (RSE), helps our children learn well and be happy and healthy.

Here at Combs Ford Primary School, we have adopted the Jigsaw 3-11 programme to deliver PSHE and Relationships Education across the school. The Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme, in an age-appropriate way.

2. Definition

RSE teaches children about what respectful, kind relationships are, alongside teaching the fundamental characteristics of positive and respectful relationships. Relationships education centres on developing the essential skills and knowledge that lay the foundation for healthy, positive relationships. From the beginning of their education, children should be supported to grow into kind, compassionate individuals who respect others and understand how to keep themselves and those around them safe. This will include children's emotional, social and cultural development and involves learning about healthy lifestyles, diversity, sexual health, puberty, sexuality and personal identity.

RSE involves a combination of sharing information and exploring issues and values. RSE *is not about the promotion of sexual activity.*

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **relationships education** compulsory for all pupils receiving primary education.

3. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and health education compulsory for all pupils receiving primary education.

In July 2025, The DfE released the updated statutory RSHE guidance, in line with current research and data around best practice in PSHE. The updated guidance aims to provide more comprehensive, age-appropriate education that better prepares young people for modern life, relationships, and health challenges. These helpful changes will need to be implemented fully by September 2026.

During this transition period between now and September 2026, our current JIGSAW PSHE programme remains compliant and we will continue to use the teaching content already in place. We will be taking a number of steps during this time to ensure that, as a school, we are ready to implement the new content changes, in line with the statutory guidance.

Please see below a timeline of how this will be achieved:

Autumn 2025:

SLT, PSHE Lead, Pastoral staff and teachers will familiarise themselves with the 2025 RSHE Guidance.

Staff will be asked to reflect on what their training needs may be, to ensure confidence in teaching any new content and to fully meet the needs of all pupils in their classes

Spring 2026:

Jigsaw will have released new teaching materials in line with the updated guidance. We will invite families to a consultation regarding the new content, where they will be able to view sample content. It will be made clear to parents/carers that if they wish to see the full curriculum content, they will be able to do so by arranging a meeting with class teacher/subject lead. We will also offer parents/carers support in talking to their children about sex education and how to link this with what is being taught in school, as well as offering advice about parents' right to request withdrawal from sex education.

Spring/Summer 2026:

Trial delivery of Jigsaw's updated content will begin. We will build in evaluation opportunities, including pupil voice and auditing staff confidence and CPD needs.

Autumn 2026:

Full implementation of updates will be completed and being taught across all classes.

4. Aims

Our PSHE curriculum enables our children to:

- understand and value how they fit into and contribute to the world by exploring respectful relationships:
 - families and the people who care for me;
 - caring friendships;
 - respectful, kind relationships;
 - online safety and awareness;
 - being safe.
- develop physical health and wellbeing by exploring:
 - physical health and fitness;
 - healthy eating;
 - drugs and alcohol;
 - health and prevention;
 - internet safety and harms;
 - mental wellbeing;
 - basic first aid;
 - changing adolescent body.

We aim to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage pupils 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.
- Enable children to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Support children to become reflective of their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

5. Policy Development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

1. Review – the headteacher and subject leader considered all relevant information including relevant national and local guidance and guidance from Jigsaw
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view and comment upon the draft policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified
5. The policy is reviewed annually

6. Delivery of RSE

Jigsaw PSHE is a whole school approach taught in all year groups at Combs Ford Primary School, with all year groups working on the same theme (Puzzle) at the same time.

The table below gives the learning theme of each of the six Puzzles that are taught across the school with puzzle 6, 'Changing Me', delivering the RSE content.

Term	Puzzle (Unit)	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	Includes Relationships and Sex Education in the context of coping positively with change

Please see Appendix two for a more detailed breakdown of lesson content.

As well as this, RSE is taught in Upper Key Stage 2 in the following ways:

- within the science curriculum, (biological aspects)
- some aspects may also be included in religious education (RE)
- stand-alone sex education sessions delivered by class teachers in Year 5

Across all Key Stages, pupils will be supported with developing the following skills:

- Recognising and maximising a healthy lifestyle
- Self-respect and empathy for others
- Communication, including how to manage changing relationships and emotions
- Informed decision-making
- Assertiveness
- Recognising and assessing potential risks
- Seeking help and support when required
- Managing conflict
- Discussion and group work
- Acknowledgment of appropriate touch

Equality

The Equality Act 2010 requires schools and other education providers to deliver the curriculum in a way that does not discriminate against pupils. Schools have a legal duty to ensure that teaching is accessible to all students, including those who identify as lesbian, gay, bisexual, or transgender (LGBT). An inclusive RSHE curriculum supports this by promoting mutual respect, challenging all forms of prejudice—including homophobia—and fostering positive relationships among pupils. The Department for Education has provided guidance on how the Equality Act applies to schools (DfE, 2014b) and our RSHE curriculum fully complies with all guidance set out here.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states: “Teachers at Combs Ford Primary School take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” Staff at Combs Ford Primary School are vigilant in tackling issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

The Public Sector Equality Duty (PSED), established under the Equality Act 2010, requires schools to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between individuals who share a protected characteristic and those who do not. In the context of primary Relationships and Sex Education (RSE), this means ensuring that the curriculum is inclusive, respectful, and accessible to all pupils, regardless of their sex, race, disability, religion or belief, gender reassignment, or sexual orientation. RSE teaching must reflect the diverse backgrounds and experiences of pupils and be delivered in a way that promotes equality, challenges stereotypes, and supports all children in feeling valued and respected within the school community. As part of our commitment to equality and inclusion, our Relationships and Sex Education (RSE) policy fully aligns with the Public Sector Equality Duty, as outlined in the Equality Act 2010.

SEND

Jigsaw Programme is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will, as always, tailor each Piece to meet the needs of the children in their classes, including those with SEND. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. At Combs Ford Primary, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities and such factors are taken into consideration in designing and teaching these subjects.

At Combs Ford Primary school, as always, teachers will tailor each Piece (lesson) to meet the needs of the children in their classes to ensure that:

- tasks are suited to pupils' abilities, needs and interests by balancing challenge with the likelihood of success
- tasks in PSHE lessons are differentiated according to children's social and emotional needs by providing variations of tasks (e.g. providing a range of experiences with differing degrees of difficulty), resources (e.g. using a variety of equipment to make tasks more/less challenging), response (e.g. allowing pupils to work at different paces), support (e.g. providing additional adults) and group structure (e.g. arranging small group work/selecting mixed ability as appropriate).

Jigsaw PSHE lessons will also aim to reflect the individual targets outlined in pupils' Support Plans. Where necessary, lessons will be adapted by the teacher, with support from the PSHE lead and SENCO. These adaptations will be recorded in the teacher's planning. Additionally, intervention programmes—such as nurture groups—will be scheduled where appropriate to further support individual needs.

Answering difficult questions;

We understand that pupils may ask questions of a sensitive nature during these lessons. These questions will always be answered in an age-appropriate manner with the aim of supporting the child. This may include asking a pupil to speak to their parents or a trusted adult and/or signposting to support services where needed. We recognise that teachers may require support and training in handling questions that are better not dealt with in the classroom and this support will be given by Jigsaw training and headteacher/subject lead advice.

Political impartiality:

Combs Ford Primary School is committed to upholding political impartiality in the delivery of its Relationships and Sex Education (RSE) curriculum, in line with legal requirements. When working with external organisations or using materials produced by third parties, the school carefully reviews all content to ensure it is balanced, fact-based, and free from political bias. We aim to provide pupils with accurate information that supports their understanding and personal development without promoting any particular political viewpoint. Staff and partners involved in RSE delivery are made aware of this requirement and monitored to ensure that lessons foster open, respectful discussion while maintaining neutrality on political issues. This approach helps us provide a safe, inclusive learning environment where all pupils can explore sensitive topics thoughtfully and independently

7. Roles and Responsibilities

7.1 The Governing Body

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from any non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Ensuring lessons are planned and taught in a way that is accessible to all pupils with SEND by offering high quality, differentiated and personalised work where necessary.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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 headteacher.

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. Lesson content and right to withdraw

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend: "... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **relationships education** compulsory for all pupils receiving primary education, meaning parents do not have the right to withdraw their child from this part of the curriculum.

Parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE lessons. This does not include topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

We conclude that sex education refers to Human Reproduction and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle, specifically:

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will remind parents of this right by Spring Term before the Changing Me Puzzle is taught.

Parents are able to view materials used in RSE teaching by asking class teachers or the PSHE lead.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative, educational work will be given to pupils who are withdrawn from RSE.

9. Terminology and Teaching

The following constitutes a list of vocabulary that has been agreed with the Governors for Staff to use with children. However, in order to maintain the comfort of a child, if the child uses different vocabulary which is not deemed offensive, it may be more appropriate to use this term with them and then either discuss with the child or if appropriate, liaise with parents afterwards. The agreed words will not be referred to as the 'proper' words, but the 'medical' or 'technical' ones.

The following words / phrases will be used, but some of these may be unfamiliar to the children.

Anus
Bisexual
Bottom
Breasts
Cisgender
Conception
Consent
Egg
Embryo
Erection
Fertilise
Gay
Gender identity
Harassment
Heterosexual
Lesbian
LGBTQ+
Menstruation
Nipples
Ovum
Penis
Periods
Same sex couple
Sperm
Straight
Testicles
Transgender
Vagina
Womb

Sex – if a child refers to sexual intercourse with an inappropriate term, it will be referred to as 'sex'.

Touching – this may refer to masturbation or any other sexual touch.

10. Monitoring and evaluation arrangements

The delivery of RSE is monitored by Holly Catton (PSHE co-ordinator) and Matt Wesley (Headteacher). This will be carried out in a number of ways, including:

- learning walks
- pupil perceptions of PSHE/RSE lessons
- looking through PSHE books

Pupils' development is assessed by class teachers at the end of every lesson, as part of our internal assessment system. They will be assessed against the substantive and disciplinary learning criteria.

This policy will be reviewed by PSHE coordinator and SLT annually. At every review, the policy will be approved by the governing board and the Headteacher.

Appendix 1: Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

<https://educationhub.blog.gov.uk/2025/07/new-rshe-guidance-what-parents-need-to-know/>

<https://www.gov.uk/government/publications/public-sector-equality-duty>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Appendix 2: Content Summary

Puzzle	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>overview Being Me in My World</p>	<p>In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.</p>	<p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p>In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>	<p>In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	<p>In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.</p>

<p>Puzzle overview Celebrating Difference</p>	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<p>In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>	<p>In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.</p>	<p>In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>	<p>In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the</p>	<p>In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>	<p>In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.</p>	<p>In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p>

				feelings associated with this.			
Puzzle overview Dreams and Goals	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.	In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.	In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.

Puzzle overview	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Healthy Me</p>	<p>In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.</p>	<p>In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p>	<p>In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</p>	<p>In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>	<p>In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.</p>	<p>In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>	<p>In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>

Puzzle Overview Relationships	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can</p>	<p>In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these</p>	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	<p>In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a</p>

			help them if they are worried or scared.	with their own. Children's universal rights are also revisited.			positive and safe way.
Puzzle Overview Changing Me	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about	In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or	This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss	In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for	In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF.	In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.

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		<p>happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>	<p>frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>	<p>how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>	<p>managing future changes.</p>	<p>Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>	
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