

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

September 2026

1. AIMS

The aims of relationships and sex education (RSE) at EIFA International School ("EIFA", "we", "our", "us" or the "School") are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and 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.

This policy covers Relationships Education, Relationships and Sex Education (RSE) and Health Education as required by statutory guidance. This policy is available to parents on the school website.

2. STATUTORY REQUIREMENTS

As an independent school we must provide relationships education to all pupils in the Junior and Middle School as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum. In the primary school, we teach the French National Curriculum, while the Middle School's Science programme combines aspects of the French and our own International Curriculum

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#). At EIFA International School we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

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

- **Review** – the Pastoral and Personal, Social, Health and Economic (PSHE) Lead pulled together all relevant information including relevant national and local guidance
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- **Parent consultation:** All parents were invited to participate in a three-week consultation period including opportunities for written feedback and a drop-in session for questions and feedback.
- **Pupil consultation** – we consulted the pupil councils.
- **Ratification** – once amendments were made, the policy was shared with the Board of Directors and ratified.

4. DEFINITION

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 in the Junior School focuses on friendships and recognising the characteristics of positive relationships, as well as developing an understanding of different family structures.

RSE is not about the promotion of sexual activity.

5. SAFEGUARDING

RSE and Health Education may lead to pupils making disclosures. All staff delivering RSE are trained to follow the school's safeguarding procedures and report any concerns to the Designated Safeguarding Lead in line with the Safeguarding and Child Protection Policy. Ground rules are established in lessons to ensure pupils understand confidentiality cannot be guaranteed.

The School recognises that safeguarding concerns arising in RSE and Health Education may include peer-on-peer abuse, harmful sexual behaviour, online exploitation, grooming, and the misuse of digital platforms. Staff are trained to identify and respond to these indicators in line with the Safeguarding and Child Protection Policy. Where concerns arise, these are referred without delay to the Designated Safeguarding Lead, who will consider appropriate next steps, including liaison with external agencies such as children's social care where necessary. The School ensures that RSE and Health Education teaching is closely aligned with safeguarding practice so that pupils are supported to understand how to recognise risk, seek help, and report concerns both in school and online.

6. CURRICULUM

The curriculum is mapped to the statutory topics of: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe; Mental wellbeing; Internet safety and harms; Physical health and fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Changing adolescent body; Intimate and sexual relationships.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

The school uses the Jigsaw PSHE scheme of work as a supporting resource to deliver this curriculum. Our RSE curriculum is set out as per Appendix 1 but we may adapt it as and when necessary.

The content combines the topics covered in the French national curriculum (notably in Science and Civil and Moral Education) with elements of the School's own PSHE programme. Teaching is factual, age-appropriate and does not introduce concepts prematurely. Parents are informed in advance when sex education will be taught.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and not tempted to seek answers online. If a teacher is unsure of how to respond, s/he will seek guidance from a member of the DSL team or pastoral lead. If a child who has been withdrawn from sex education asks a question that falls within the scope of lessons missed, the teacher's response will be limited to the exact question asked and parents will be informed of both the question and response.

In the Junior School sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Reproduction in some animals
- Teaching about puberty and body changes delivered before pupils experience these changes.

We recognise that learning does not just take place during lessons and are conscious of the role of school policies, routines, behaviours, events, activities and other opportunities that our pupils enjoy in their development.

Pupils will be taught about LGBT+ relationships in an age-appropriate way as part of the statutory curriculum.

7. ASSESSMENT

Pupils' learning in RSE and Health Education is assessed informally through discussion, reflection, classwork and teacher observation to ensure understanding and progress. The school will also monitor the impact of the programmes with regular pupil questionnaires and discussions. Where any groups appear to lack key knowledge or information, interventions will be put in place to allow the pupils develop the core knowledge.

8. DELIVERY OF RSE

RSE is taught within the personal, social, health, economic (PSHE) education curriculum and in the Moral and Civic Education programme. Biological aspects of RSE are taught within the science curriculum. In all aspects of delivery, the needs of all pupils will be considered, including those with special educational needs.

In the Junior School Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe in the real and virtual worlds

In the Middle School, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Health Education includes teaching about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

For more about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/guardians amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

9. INCLUSIVITY

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, we will make sure that pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed (For SEN pupils, pupils with a religious background, or those for whom English/French is not the first language)

10. USE OF RESOURCES

- We will consider whether any resources we plan to use:
 - Are aligned with the teaching requirements set out in the statutory RSE guidance
 - Would support pupils in applying their knowledge in different contexts and settings
 - Are age-appropriate, given the age, developmental stage and background of our pupils
 - Are evidence-based and contain robust facts and statistics
 - Fit into our curriculum plan
 - Are from credible sources
 - Are compatible with effective teaching approaches
 - Are sensitive to pupils' experiences and won't provoke distress

11. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and we will check any resources that they intend to use to ensure they:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

12. [ROLES AND RESPONSIBILITIES](#)

12.1 The Board of Directors

The Board of Directors has delegated the approval of this policy to the Head of School and will hold the Head of School to account for the implementation of the policy.

12.2 The Head of School

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

12.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- 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 Head of School.

In the Junior School, class teachers will deliver RSE as part of the PSHE, as well as the Civil and Moral Education and Science programme.

In the Middle School, the relationship elements of RSE will be delivered by form tutors as part of the PSHE and Civic and Moral Education programme, and by Ms Caroline Gourin as part of discrete Civic and Moral Education sessions.

12.4 Pupils

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

EIFA is an inclusive school, and the RSE programme is accessible for all students. High quality teaching that is differentiated and personalised will be the starting point to ensure all pupils can access the learning.

13. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their child from Relationships Education or Health Education.

Parents also do not have the right to withdraw their child from sex education delivered as part of the Science curriculum.

Parents may request to withdraw their child from the non-science components of sex education delivered as part of Relationships and Sex Education (RSE).

In the Junior School and Middle School (up to Year 9, age 14), this applies to sex education content delivered outside the Science curriculum.

Requests for withdrawal must be made in writing to the Head of School using the form provided in Appendix 4.

Upon receipt of a withdrawal request, the Head of School will arrange a meeting with parents to:

- discuss the request and its rationale
- explain the nature, content, and purpose of the curriculum
- ensure parents understand the implications of withdrawal for the pupil's learning

Parents of Junior School pupils can insist that their child is withdrawn from these elements of sex education. Where a pupil is withdrawn, the School will provide appropriate, purposeful educational work for the duration of the lessons concerned.

A record of all withdrawal requests and outcomes will be kept on the pupil's educational file.

14. TRAINING

Staff are trained on the delivery of RSE as part of our continuing professional development calendar including training on how to tackle units on mental health in Y7-Y9 which cover sensitive topics such as self-harm, eating disorders and suicide

14.1 External Training Providers

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Senior Leadership Team through:

- Planning scrutiny, learning walks/observations and book looks as appropriate.
- Pupils' development in RSE is monitored by class teachers/form tutors through internal assessment systems.

This policy will be reviewed annually by the Senior Leadership Team and approved by the Head of School.

Appendix 1: Curriculum map for PSHE from Nursery to Year 9

Early Years

Nursery (Ages 3–4)

Autumn Term

- **Term 1a: Being Me in My World**
 - **Statutory EYFS / PSED Alignment:** *Self-Regulation & Building Relationships*. Children must be supported in learning how to settle into school boundaries, adapt to new routines, express feelings, and see themselves as a valuable individual within a class community.
 - **Jigsaw Delivery:** Understanding feelings and how they make us look and act; learning to feel safe and special in the Nursery environment; exploring choices and what happens when we follow class expectations.
- **Term 1b: Celebrating Difference**
 - **Statutory EYFS / PSED Alignment:** *Managing Self & Respectful Relationships*. Children must learn to notice and talk about similarities and differences between themselves and others. It establishes the baseline expectation of kindness, turn-taking, and treating peers with respect.
 - **Jigsaw Delivery:** Identifying personal traits that make us unique; recognising physical differences in people; understanding what it means to be a kind friend and how to include others in play.

Spring Term

- **Term 2a: Dreams and Goals**
 - **Statutory EYFS / PSED Alignment:** *Self-Regulation (Resilience)*. Fosters an early "growth mindset" by encouraging children to show resilience and perseverance in the face of a challenge, try new activities, and show confidence in their own abilities.
 - **Jigsaw Delivery:** Trying new or difficult challenges; learning to keep going even when a task or game feels hard; feeling proud of achieving a personal milestone and celebrating peers.
- **Term 2b: Healthy Me**
 - **Statutory EYFS / PSED Alignment:** *Managing Self (Physical Health)*. Focuses on the absolute basics of physical health: understanding the importance of physical exercise, a balanced diet, choosing healthy snacks, and good hygiene routines (such as handwashing and brushing teeth).
 - **Jigsaw Delivery:** Making healthy choices regarding food and snacks; identifying how exercise makes the body feel; understanding early physical hygiene routines that keep our bodies clean and healthy.

Summer Term

- **Term 3a: Relationships**

- **Statutory EYFS / PSED Alignment:** *Building Relationships*. Children must be taught how to form positive attachments with adults and peers, practise cooperative play, resolve minor peer conflicts, and understand how to express care for others.
- **Jigsaw Delivery:** Identifying family networks and who lives in our home; learning how to share toys, take turns, and make friends; understanding how words can hurt or help someone else.

- **Term 3b: Changing Me**

- **Statutory EYFS / PSED Alignment:** *Managing Self & The Natural World*. Focuses on tracking growth over time. Good safeguarding practice dictates that children must begin learning correct vocabulary for their body parts to build spatial awareness, bodily autonomy, and safety confidence.
- **Jigsaw Delivery:** Identifying how our bodies have changed since we were babies; naming external body parts; exploring lifecycles in nature (e.g., plants or animals growing) and looking ahead to moving up to Reception.

Reception (Ages 4–5)

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory EYFS / PSED Alignment:** *Self-Regulation & Managing Self*. Focuses on developing a strong sense of identity, learning to name and moderate emotions, understanding rules, and learning how to negotiate or compromise in group settings.
- **Jigsaw Delivery:** Understanding how it feels to belong; recognising our own worth and qualities; taking responsibility for our behaviour; co-creating class boundaries and understanding choices/consequences.

- **Term 1b: Celebrating Difference**

- **Statutory EYFS / PSED Alignment:** *Respectful Relationships*. Reinforces that other families look different from their own but are rooted in care. It explicitly targets prejudice early by teaching children to respect differences in appearance, culture, and capabilities.
- **Jigsaw Delivery:** Exploring what makes us different and special; understanding that all families are structured uniquely; practising inclusion and learning how to stop unkind behaviour or words.

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory EYFS / PSED Alignment:** *Self-Regulation (Grit and Effort)*. Children must learn to set simple goals, explain their thinking, work systematically through multi-stage tasks, and manage immediate disappointment when things go wrong.
- **Jigsaw Delivery:** Working as part of a team to achieve a specific goal; breaking down a task into steps; dealing with setbacks or frustrations constructively; celebrating our own and others' successes.

- **Term 2b: Healthy Me**

- **Statutory EYFS / PSED Alignment:** *Managing Self (Safety and Well-being)*. Covers critical daily habits that support physical and mental health. This includes the importance of high-quality sleep, healthy eating, and identifying who to tell if they feel unsafe or unwell.
- **Jigsaw Delivery:** Understanding the relationship between sleep, food, and physical energy; practising safety rules in everyday environments; identifying trusted adults who keep us safe at school and home.

Summer Term

- **Term 3a: Relationships**

- **Statutory EYFS / PSED Alignment:** *Building Relationships & Being Safe*. Focuses on the qualities of a good friend, understanding personal space, learning that it is okay to say "no" to unwanted physical touch, and the early rules of digital safety (e.g., tablet use).
- **Jigsaw Delivery:** Deepening friendship skills (listening, kindness, solving arguments); understanding privacy and the concept of personal boundaries; recognising how our actions make others feel.

- **Term 3b: Changing Me**

- **Statutory EYFS / PSED Alignment:** *The Changing Adolescent Body Foundations*. Prepares children for the transition out of the EYFS. It explores natural biological growth, reinforces body ownership/safeguarding language, and addresses the emotional transition to Key Stage 1 (Year 1).
- **Jigsaw Delivery:** Tracking human growth from babyhood to the present; identifying correct biological terms for external body parts; navigating the emotional and practical updates involved in moving up to Year 1.

Year 1

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory Alignment:** *Mental Wellbeing & Respectful Relationships*. Focuses on teaching children that a wide range of emotions is normal, how to express feelings clearly, and establishing a baseline of mutual respect, courtesy, and classroom boundaries.
- **Jigsaw Delivery:** recognising personal worth and what makes them special; identifying a range of everyday feelings; understanding how to feel safe, valued, and welcome in their new classroom environment.

- **Term 1b: Celebrating Difference**

- **Statutory Alignment:** *Families and People Who Care for Me & Anti-Bullying*. Focuses on teaching that other children's families might look different from their own but are rooted in love, and establishing that unkindness or exclusion based on differences is unacceptable.
- **Jigsaw Delivery:** Identifying similarities and differences between people; learning that it is completely normal and good to be different; defining what kindness looks like in practice.

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory Alignment:** *Mental Wellbeing (Resilience)*. Focuses on building early positive, resilient character traits, and developing a foundational vocabulary for effort, motivation, and coping with minor frustrations.
- **Jigsaw Delivery:** Setting simple personal goals; learning how to keep trying when a task feels difficult; celebrating individual success and learning to be proud of milestones.

- **Term 2b: Healthy Me**

- **Statutory Alignment:** *Physical Health & Health Protection*. Focuses on the characteristics of good physical health, the importance of a balanced diet, baseline hygiene, and identifying trusted adults who keep us safe.
- **Jigsaw Delivery:** Understanding healthy eating, physical exercise, and clean hygiene habits; identifying the safety nets and people in the community who keep us safe.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Caring Friendships*. Focuses on the early characteristics of friendships (sharing, kindness, trust), understanding that friendships have ups and downs, and learning how to resolve simple arguments peacefully.
- **Jigsaw Delivery:** Identifying family units and dynamics; learning how to make friends, share playground spaces, and resolve minor disagreements without escalating.

- **Term 3b: Changing Me**

- **Statutory Alignment:** *The Changing Adolescent Body & Safeguarding*. Focuses on the natural timeline of growing up and the vital safeguarding practice of teaching accurate biological names for external body parts to give children a clear voice to report unsafe contact.
- **Jigsaw Delivery:** Observing biological changes from babies to children; naming basic external body parts using correct, accurate anatomical vocabulary.

Year 2

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory Alignment:** *Mental Wellbeing & Respectful Relationships*. Focuses on teaching personal choice over behaviour, understanding the consequences of actions, and establishing the role of group agreements in maintaining fairness.
- **Jigsaw Delivery:** Understanding rights and responsibilities within the class; exploring behavioural choices, rewards, and consequences; creating a safe, cohesive group environment.

- **Term 1b: Celebrating Difference**

- **Statutory Alignment:** *Families and People Who Care for Me & Respectful Relationships*. Focuses on reinforcing respect for diverse family structures and identifying early signs of bullying, alongside how to alert an adult.
- **Jigsaw Delivery:** recognising diversity in families (including single parents, step-families, same-sex parents); understanding typical playground bullying scenarios and knowing exactly how to seek help.

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory Alignment:** *Mental Wellbeing (Resilience)*. Focuses on collaborative resilience—teaching children how to manage disappointment collectively and support peers through tasks.
- **Jigsaw Delivery:** Working effectively in small cooperative groups; troubleshooting common obstacles when working with others; actively celebrating the successes of peers.

- **Term 2b: Healthy Me**

- **Statutory Alignment:** *Physical Health & Health Protection*. Focuses on understanding the baseline physiological requirements of the human body and developing independent habits for safety (such as road safety).
- **Jigsaw Delivery:** recognising what the human body needs to stay healthy (sleep, water, nutrition); basic road safety and learning how to make healthy daily choices.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Being Safe*. Focuses on privacy, personal boundaries, and teaching the difference between healthy surprises and unsafe secrets that should never be kept.
- **Jigsaw Delivery:** Understanding trust, secrets, and surprises; recognising when a relationship or physical touch feels uncomfortable or unsafe, and how to object.

- **Term 3b: Changing Me**

- **Statutory Alignment:** *The Changing Adolescent Body & Safeguarding*. Focuses on biological differences between sexes, the concept of bodily autonomy, and reinforcing the absolute right to personal privacy.
- **Jigsaw Delivery:** Understanding the biological differences between boys and girls; introduction to bodily privacy (which parts are private, why, and exercising the right to say no).

Year 3

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory Alignment:** *Mental Wellbeing & Respectful Relationships*. Focuses on the individual's role inside a broader community, building self-respect, and participating in democratic processes (like co-creating school rules).
- **Jigsaw Delivery:** Evaluating the role of the individual within the wider school community; cooperating with peers to build a democratic classroom "Learning Charter."

- **Term 1b: Celebrating Difference**

- **Statutory Alignment:** *Respectful Relationships*. Focuses on identifying and breaking down stereotypes, understanding how stereotypes can lead to unfair treatment or exclusion, and practising inclusion.
- **Jigsaw Delivery:** Investigating the root causes of conflict in groups; practising active inclusion; identifying and challenging overt exclusion or negative stereotyping.

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory Alignment:** *Mental Wellbeing (Resilience)*. Focuses on breaking down long-term personal ambitions into structured milestones and managing the frustration of encountering setbacks.
- **Jigsaw Delivery:** Facing new challenges with a positive mindset; identifying personal ambitions; understanding how to break a major dream down into actionable steps.

- **Term 2b: Healthy Me**

- **Statutory Alignment:** *Health Protection & Basic First Aid*. Focuses on recognising external factors or substances that pose a threat to physical health, and learning early first aid protocols for emergencies.
- **Jigsaw Delivery:** Identifying how external substances can harm the body; exploring the direct role of physical fitness on mental health; learning basic first aid protocols.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Families and People Who Care for Me & Online Relationships*. Focuses on shifting family dynamics (such as separation) and introducing the basic rules of safety and respectful behaviour when interacting online.
- **Jigsaw Delivery:** Examining changing family configurations; a foundational introduction to safe online relationships; exploring how to handle grief, loss, or family separation.

- **Term 3b: Changing Me**

- **Statutory Alignment:** *The Changing Adolescent Body*. Focuses on tracking the natural lifespan and lifecycle of living things, preparing children for the fact that bodies constantly change as they grow.
- **Jigsaw Delivery:** recognising how the human body changes inside and out as it grows older; discussing natural lifecycles and the concept of growth.

Year 4

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory Alignment:** *Mental Wellbeing & Respectful Relationships*. Focuses on global citizenship, understanding interconnectedness, and how individual behaviour affects others beyond the local community.
- **Jigsaw Delivery:** Exploring what it means to be a global citizen; recognising how personal choices impact others locally, nationally, and globally.

- **Term 1b: Celebrating Difference**

- **Statutory Alignment:** *Respectful Relationships & Anti-Bullying*. Focuses on exploring cultural diversity and identifying the indirect, psychological types of bullying (such as social exclusion or rumour-spreading).
- **Jigsaw Delivery:** Exploring cultural differences; examining the severe impacts of modern, indirect forms of bullying (e.g., rumours, deliberate social exclusion, taunting).

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory Alignment:** *Mental Wellbeing (Resilience)*. Focuses on self-esteem, navigating group dynamics, and resisting negative peer pressure that could derail personal ambitions.
- **Jigsaw Delivery:** Overcoming disappointment; evaluating hopes and dreams; understanding how peer pressure can disrupt personal goals and how to resist it.

- **Term 2b: Healthy Me**

- **Statutory Alignment:** *Drugs, Alcohol, and Tobacco*. Focuses on statutory facts regarding the dangers of legal and illegal harmful substances, specifically smoking, vaping, and alcohol, and their impacts on health.
- **Jigsaw Delivery:** Understanding the dangers of smoking and alcohol; evaluating peer pressure regarding substance choices; understanding baseline emotional health.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Caring Friendships & Online Relationships*. Focuses on the complexities of primary relationships, managing negative emotions like jealousy, and understanding that data or footprints left online are permanent.
- **Jigsaw Delivery:** Building healthy, respectful friendships; recognising emotional jealousy and how to manage it; evaluating online safety, digital communication, and digital footprints.

- **Term 3b: Changing Me**

- **Statutory Alignment:** *The Changing Adolescent Body*. Focuses on detailed preparation for puberty, ensuring that female pupils understand the physical changes of menstruation before they occur.
- **Jigsaw Delivery:** Detailed physical and emotional changes of puberty; comprehensive, age-appropriate coverage of menstruation, physical growth, and sanitary health.

Year 5

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory Alignment:** *Independent School Standards (British Values)*. Focuses on teaching democracy, individual liberty, the rule of law, and how institutional rules govern communities.
- **Jigsaw Delivery:** Analysing democratic processes, liberties, and shared group responsibilities; understanding how individuals form cohesive, well-regulated communities.

- **Term 1b: Celebrating Difference**

- **Statutory Alignment:** *Respectful Relationships & Anti-Bullying (The Law)*. Focuses on teaching that discrimination or derogatory language based on race, culture, or other protected characteristics is unacceptable under the law.
- **Jigsaw Delivery:** Analysing direct and indirect racism, xenophobia, and discrimination; understanding how cultural differences enrich communities; learning how to challenge prejudice.

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory Alignment:** *Mental Wellbeing (Resilience)*. Focuses on future planning, long-term aspirations, and navigating complex, multi-layered challenges that require sustained teamwork.
- **Jigsaw Delivery:** Investigating career aspirations; evaluating basic financial structures and societal contributions; working through complex, multi-stage group challenges.

- **Term 2b: Healthy Me**

- **Statutory Alignment:** *Drugs, Alcohol, Tobacco, and Vaping & Mental Wellbeing*. Focuses on addiction, the escalation of substance abuse, and identifying how stress or emotional strain physically manifests in the body.
- **Jigsaw Delivery:** Analysing the risks associated with misusing substances (including legal and illegal drugs, alcohol, and vapes); understanding the physical impact of stress on the body and mind.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Online Relationships & Being Safe*. Focuses on identifying digital hazards, cyberbullying, grooming flags, and the critical boundaries regarding communicating with people online whom they have not met in real life.
- **Jigsaw Delivery:** Navigating complex peer relationship dynamics; identifying online hazards, cyberbullying, and the severe risks of talking to people they haven't met.

- **Term 3b: Changing Me**

- *(Note: This module contains Primary Sex Education. Parents have the legal right to request withdrawal from the non-statutory conception components).*
- **Statutory Alignment:** *The Changing Adolescent Body & Primary Sex Education*. Covers full details of male and female puberty alongside the biological facts of human reproduction as recommended by the DfE.
- **Jigsaw Delivery:** In-depth coverage of physical and emotional puberty for boys and girls; an introduction to human reproduction, conception, and the biological timeline.

Year 6

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory Alignment:** *Mental Wellbeing & Respectful Relationships*. Focuses on taking responsibility for actions, understanding personal accountability within hierarchies, and practising self-regulation as role models.
- **Jigsaw Delivery:** Examining personal identity, operational democracy, and global responsibilities; taking complete ownership of actions and behaviour within a larger community hierarchy.

- **Term 1b: Celebrating Difference**

- **Statutory Alignment:** *Respectful Relationships & Anti-Bullying*. Focuses on privilege, power imbalances, prejudice, and developing strategic skills to safely intervene or report cyberbullying and discrimination.
- **Jigsaw Delivery:** Debating equality, prejudice, and privilege; developing proactive strategies to combat power imbalances and all forms of bullying (including cyberbullying).

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory Alignment:** *Mental Wellbeing (Resilience)*. Focuses on long-term life navigation, building resilience against the fear of failure, and understanding how young people can advocate for wider social or global justice.
- **Jigsaw Delivery:** Setting long-term academic and lifestyle goals for the future; managing the fear of failure; analysing global issues and learning how young people can advocate for positive change.

- **Term 2b: Healthy Me**

- **Statutory Alignment:** *Mental Wellbeing & Health Choices*. Focuses on independent critical thinking regarding health, recognising exploitation, understanding addiction, and building advanced emotional self-regulation.
- **Jigsaw Delivery:** Making independent, informed choices regarding physical and mental health; understanding exploitation, addiction, and emotional self-regulation.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Online Relationships, Caring Friendships & Being Safe*. Focuses on emotional manipulation, toxic relationship traits, digital peer pressure, the extreme risks of image sharing, and how to bypass barriers to report abuse.
- **Jigsaw Delivery:** Critically examining power dynamics, emotional manipulation, and mental health within relationships; deep-dive into digital safety, image sharing, age restrictions, and reporting unsafe contact.

- **Term 3b: Changing Me**

- *(Note: This module contains Primary Sex Education. Parents have the legal right to request withdrawal from the non-statutory conception components).*
- **Statutory Alignment:** *The Changing Adolescent Body, Sex Education & Mental Wellbeing*. Consolidates puberty knowledge, outlines the path from conception to birth, and builds emotional resilience for the transition to secondary school.
- **Jigsaw Delivery:** Consolidating puberty and anatomical knowledge; understanding human conception through to the birth of a baby; navigating the emotional and practical transition to secondary school.

Middle School

Year 7

Autumn Term

- **Term 1a: Being Me in My World**
 - **Statutory Alignment:** *Mental Wellbeing & Respectful Relationships*. Focuses on supporting young people to cultivate positive character traits including self-worth, resilience, and self-respect. It outlines how personal choices impact others, the rules of community governance, and navigating a major structural transition (such as entering secondary school).
 - **Jigsaw Delivery:** Exploring personal identity, self-esteem, and individual target-setting; evaluating rights, duties, and responsibilities within a new secondary school hierarchy; co-creating a classroom learning agreement based on mutual respect.
- **Term 1b: Celebrating Difference**
 - **Statutory Alignment:** *Respectful Relationships & Anti-Bullying*. Focuses on the legal rights and responsibilities regarding equality under the Equality Act 2010. Pupils must explicitly learn about the different types of bullying (including online), the severe impacts of prejudice, the responsibilities of bystanders to report bullying, and how stereotypes based on protected characteristics can cause harm.
 - **Jigsaw Delivery:** Investigating how stereotypes distort perceptions of others; analysing the mechanics of bullying, including cyberbullying and social manipulation; celebrating cultural and individual diversity within British society.

Spring Term

- **Term 2a: Dreams and Goals**
 - **Statutory Alignment:** *Mental Wellbeing*. Focuses on building resilience, goal-setting, and motivation. Pupils must learn the vocabulary of emotional self-regulation, understand how to work through frustration or disappointment, and foster their own interests and skills to build a strong sense of identity.
 - **Jigsaw Delivery:** Formulating short-term and long-term academic and personal goals; exploring steps to overcome failure; analysing group communication dynamics and managing peer frustrations.
- **Term 2b: Healthy Me**
 - **Statutory Alignment:** *Physical Health, Wellbeing & Substance Awareness*. Focuses on the physical and mental impacts of lifestyle choices. Independent schools use this to address statutory concepts regarding a balanced diet, fitness, personal hygiene, and the physical/legal risks associated with illegal substances, alcohol, smoking, and nicotine/vaping.
 - **Jigsaw Delivery:** Analysing what constitutes a truly balanced lifestyle (diet, exercise, sleep); exploring the immediate and long-term health risks of vaping, nicotine, and alcohol; identifying early signs of stress and developing basic emotional self-care techniques.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Caring Friendships & Online Safety*. Focuses on the characteristics of positive friendships (loyalty, trust, boundaries). It addresses online safety, teaching pupils that the same expectations of behaviour apply online as offline, and the crucial requirement to avoid circulating private or personal material.
- **Jigsaw Delivery:** Evaluating trust and boundaries within peer groups; understanding emotional safety and privacy in digital communications; identifying and resisting toxic friendship traits and online peer pressure.

- **Term 3b: Changing Me**

- (Note: This unit contains Secondary Sex Education. Parents retain a legal right to request withdrawal from non-statutory sex education components up until three terms before the pupil turns 16).
- **Statutory Alignment:** *The Changing Adolescent Body & Sex Education*. Covers the biological and emotional realities of puberty and adolescence. It reviews physical updates in both sexes, provides a factual baseline regarding the menstrual cycle/fertility, and outlines how changes impact emotional stability and self-image.
- **Jigsaw Delivery:** Tracking physical development and changes during adolescence; analysing emotional shifts and body-image perceptions; exploring the basic biological facts of human fertility and reproduction.

Year 8

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory Alignment:** *Mental Wellbeing & Global Citizenship*. Focuses on expanding the pupil's worldview to understand their role within wider society. It emphasizes ethical decision-making, the relationship between behaviour and consequences, and personal accountability within a community framework.
- **Jigsaw Delivery:** Evaluating the individual's connection to global and local communities; examining personal behaviour, safety, and choices; understanding how personal values align with social expectations.

- **Term 1b: Celebrating Difference**

- **Statutory Alignment:** *Respectful Relationships & Challenging Prejudice*. Focuses on recognising prejudice, discrimination, and inequalities of power. It introduces concepts of tolerance regarding diverse beliefs and equips pupils to recognize and challenge misogyny and other harmful sub-cultures.
- **Jigsaw Delivery:** Deep dive into systemic prejudice and discrimination; examining power dynamics in groups; understanding and identifying misogyny, cultural bias, and disability discrimination.

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory Alignment:** *Mental Wellbeing & Future Planning*. Focuses on career aspirations, future lifestyle choices, and economic wellbeing. It reinforces resilience by teaching pupils how to adjust plans realistically when unexpected obstacles or disappointments occur.
- **Jigsaw Delivery:** Researching career pathways, enterprise, and financial choices; evaluating the concept of success; building advanced grit and problem-solving skills to manage disappointment.

- **Term 2b: Healthy Me**

- **Statutory Alignment:** *Substance Education, Exploitation & Health Risks*. Focuses on safeguarding pupils from advanced lifestyle dangers, including drug misuse and addiction. It also outlines the importance of taking personal responsibility for long-term health, including sleep patterns and managing digital screen dependencies.
- **Jigsaw Delivery:** Exploring the physiological and psychological impacts of illegal drug classifications; understanding addiction and exploitation; evaluating the impact of screen time, technology, and sleep hygiene on mental health.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Romantic Relationships & Consent*. Focuses on the characteristics of early romantic relationships. It explicitly addresses the role of consent, trust, and boundaries. It also covers skills for ending relationships or friendships with kindness and managing the difficult feelings that endings bring.
- **Jigsaw Delivery:** Navigating the transition from platonic friendships to romantic attraction; comprehensive exploration of consent and boundaries; developing positive communication skills for managing conflict and relationship breakups.

- **Term 3b: Changing Me**

- (Note: Parents possess a statutory right to request withdrawal from non-statutory sex education lessons).
- **Statutory Alignment:** *Secondary Sex Education & Lifespan Health*. Focuses on physical growth, sexual health awareness, and understanding how internal perceptions of the body develop. It balances biological mechanics with emotional self-esteem.
- **Jigsaw Delivery:** Investigating the factors that influence body image and media representation; introduction to sexual health, contraception, and the prevention of sexually transmitted infections (STIs); exploring the emotional responsibilities of intimacy.

Year 9

Autumn Term

- **Term 1a: Being Me in My World**

- **Statutory Alignment:** *Mental Wellbeing, Law & Accountability*. Focuses on the legal rights and responsibilities of young adults in British society. It prepares pupils to make ethical, autonomous decisions while fully understanding the legal boundaries concerning personal behaviour and digital safety.
- **Jigsaw Delivery:** Analysing individual liberty, law, and personal autonomy; understanding legal frameworks affecting young people; exploring self-regulation and advanced decision-making tools.

- **Term 1b: Celebrating Difference**

- **Statutory Alignment:** *Respectful Relationships & Digital Harms*. Focuses on how pornography and online sub-cultures (including online influencers or extremist groups) can negatively influence sexual and social attitudes. It provides tools to recognize and reject harmful ideas about power and entitlement.
- **Jigsaw Delivery:** Critically evaluating how media, online influencers, and pornography distort expectations of real-world relationships and sexual norms; developing strategies to combat online extremism and hate speech.

Spring Term

- **Term 2a: Dreams and Goals**

- **Statutory Alignment:** *Economic Wellbeing & Key Stage 4 Transitions*. Focuses on preparing pupils for the transition to upper secondary (GCSE/KS4 choice frameworks). It connects academic effort with future independence and long-term security.
- **Jigsaw Delivery:** Mapping GCSE options and future career objectives; analysing personal strengths and areas for development; exploring budgeting, financial risk, and economic independence.

- **Term 2b: Healthy Me**

- **Statutory Alignment:** *Mental Health Specialisms & Self-Harm Awareness*. Secondary schools are encouraged to safely address specialised areas like self-harm, eating disorders, and suicide prevention. Lessons must remain safe and sensitive, utilizing high-quality resources to signpost external, professional support.
- **Jigsaw Delivery:** Deep exploration of complex mental health issues; understanding anxiety, depression, eating disorders, and self-harm; dismantling mental health stigma and memorizing paths to professional and clinical help.

Summer Term

- **Term 3a: Relationships**

- **Statutory Alignment:** *Being Safe & Abuse Prevention*. Focuses on recognising and reporting serious relationship harms. This includes sexual harassment, domestic abuse, controlling or coercive behaviour, grooming, and exploitation. Teachers must explicitly state that being a victim of abuse is never the young person's fault.
- **Jigsaw Delivery:** recognising the warning signs of relationship abuse and coercive control; understanding the laws surrounding sexual harassment, assault, and domestic abuse; establishing clear strategies for personal safety and reporting harm.

- **Term 3b: Changing Me**

- (Note: Parents possess a statutory right to request withdrawal from non-statutory sex education lessons).
- **Statutory Alignment:** *Secondary Sex Education & Parenting*. Focuses on adult choices, parenthood, family choices, and complete sexual health protection. It details how to prevent unplanned pregnancies, access local healthcare services, and understand the legal and emotional implications of marriage, civil partnerships, and family planning.
- **Jigsaw Delivery:** Factual evaluation of long-term sexual health, emergency contraception, and pregnancy choices; examining the legal protections of marriage versus cohabitation; analysing the roles, sacrifices, and skills required for successful parenting.

Appendix 2: By the end of primary school (Y6) pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, 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 ● That others' families, 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 ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

	● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive. ● The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online.
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources.

Appendix 3: By the end of middle school (Y9) pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them

	● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online.
Being safe	● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/guardians			