

Knighton Church in Wales Primary School

Relationship and Sexuality Education



Reviewed & Updated : October
2025

To be reviewed : Autumn 2026

INTRODUCTION

Relationships and Sexuality Education (RSE) is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. Central to the Curriculum for Wales is an aspiration for every child and young person to achieve the four purposes of the curriculum. A rights and equity based RSE curriculum helps ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. Therefore, schools and settings should discuss RSE in the context of the Rights protected by the United Nations Convention on the Rights of the Child. RSE should support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Learners should be equipped and empowered to seek support on issues relating to RSE and to advocate for self and others. RSE will be a mandatory requirement in the Curriculum for Wales for all learners. This means that all learners must receive this education. There is no right to withdraw from RSE in the new curriculum. However, the new curriculum is being phased in, therefore, some pupils may still be withdrawn from RSE pending the new curriculum arrangements being rolled out to their school year.

AIMS

Relationships and Sexuality Education at Knighton Primary School aims to equip children with the information, skills and values they need to have safe, fulfilling and enjoyable relationships.

ORGANISATION OF TEACHING RSE

At Knighton Primary School, RSE is mainly taught through the 'Jigsaw' scheme of work. This programme brings consistency and progression

to our children's learning in this vital curriculum area. The overview of the programme can be seen in the school prospectus. The 'Relationships' and 'Changing Me' puzzle pieces provide teachers with an age-appropriate framework for delivering lessons.

At Knighton Primary School RSE will mainly be taught as part of the Health and Wellbeing Area of Learning and Experience through the Jigsaw PSHE programme. The Health and Well-being Area statements of What Matters provide detail on knowledge, skills and understanding related to RSE and the descriptions of learning set out the progression within each statement. Statements of What Matters in the Health and Well-being area are as follows:

- Developing physical health and well-being has lifelong benefits
- How we process and respond to our experiences affects our mental health and emotional well-being
- Our decision-making impacts on the quality of our lives and the lives of others
- How we engage with social influences shapes who we are and affects our health and well-being
- Healthy relationships are fundamental to our well-being.

Teachers should also look for opportunities to develop knowledge, skills and understanding in all the other Areas. For example, there is a clear inter-dependency with the biological and technological aspects of the Science and Technology Area and the complex nature of human societies within the Humanities Area.

COVERAGE

RSE will be taught by class teachers in mixed gender groups where possible.

At the end of the Lower Phase (Y2) pupils should be able to:

- value themselves
- recognise and communicate their feelings

- form friendships and relationships
- name the parts of the body in order to distinguish between male and female
- understand the difference between appropriate and inappropriate touch.

At the end of Upper Phase (Y6) pupils should understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety and what to do or to whom to go when feeling unsafe
- name the parts of the body in order to distinguish between male and female
- understand the difference between appropriate and inappropriate touch

****Please see the Jigsaw 'RSHE Guide for Parents and Carers' information leaflet in appendix for a more specific breakdown of what is covered at each age group****

PARTNERSHIP WITH PARENTS/CARERS

We recognise that parents/carers play a large role in teaching their children about RSE and we aim to work in partnership and communicate openly with parents/carers.

Parents/Carers no longer have the right to withdraw their children from the teaching of RSE. If parents/carers have concerns about this situation, they are invited to discuss the matter with the Headteacher. Parents/Carers may have access to the RSE policy at school.

SAFEGUARDING AND CONFIDENTIALITY

Teachers cannot offer pupils unconditional confidentiality. On the rare occasion when a pupil discloses information to a teacher / member of school staff directly, the following confidentiality policy will be followed:

- Remind pupils that they cannot offer unconditional confidentiality;
- Inform pupils first if staff are going to break confidentiality;
- Encourage pupils to talk about any worries and concerns they have with parents/carers;
- Always follow the school's Safeguarding Policy if there are child protection concerns.

EQUAL OPPORTUNITIES

Pupils with Additional Learning Needs are taught about RSE alongside their peers and in a way which is appropriate for their needs.

In teaching this subject, respect is shown, by staff and pupils, for children of different cultural and religious backgrounds. No child is discriminated against on the grounds of disability, age, race, religion, gender or sexual orientation.

GOVERNORS' RESPONSIBILITIES

The Governing Body is responsible for producing a policy for Relationships and Sexuality Education which caters for the needs of all pupils. The policy is revised, and its impact monitored, on an annual basis.

In conclusion, by following this policy, we aim to assist our pupils to cope with the physical and emotional changes which occur as they grow older. We emphasise the importance of developing good, caring relationships with others based on mutual trust and respect. Above all

we do our best to give our children the self-esteem, confidence, knowledge and skills they will need as they become young adults.

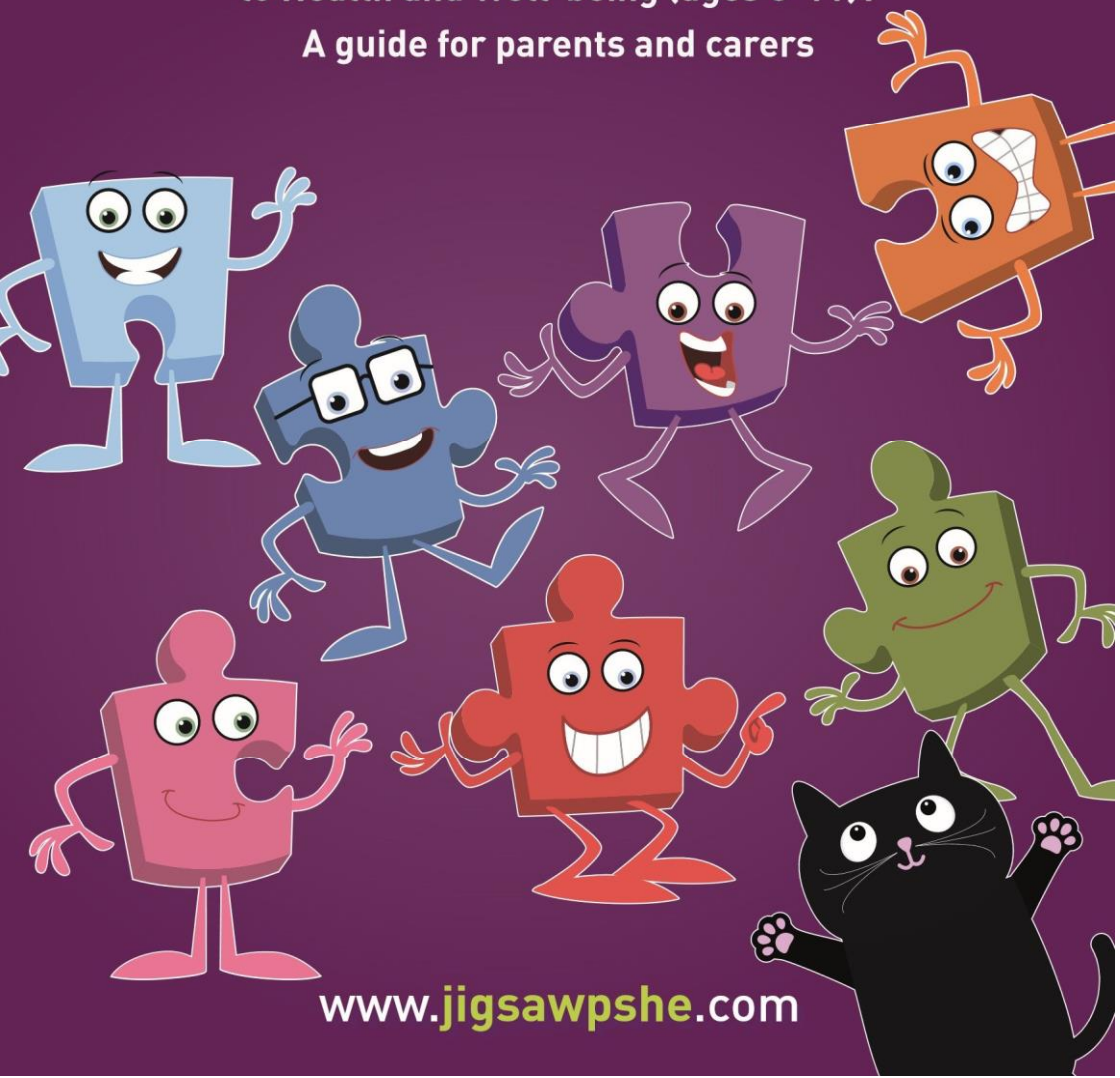
Jigsaw!™

Wales 

The mindful approach to Health and Well-being

What is Jigsaw, the mindful approach
to Health and Well-being (ages 3-11)?

A guide for parents and carers



www.jigsawpshe.com

What is Personal and Social Education? (PSE)?

PSE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The Jigsaw scheme of work supports schools in achieving the four purposes, namely for learners to become:

1. ambitious, capable learners, ready to learn throughout their lives
2. enterprising, creative contributors, ready to play a full part in life and work
3. ethical, informed citizens of Wales and the world
4. healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Jigsaw supports our ethos and values and everything we trying to teach the children.

This also supports the “Standards”, Well-being and attitudes to learning”, “Teaching and learning experiences” and “Care, support and guidance” aspects required under the Estyn Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

What do schools have to teach?

The Curriculum for Wales states:

“ Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life’s opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning. Engagement with this Area will help to foster a whole-school approach that enables health and wellbeing to permeate all aspects of school life.”

The Jigsaw Programme supports all of these requirements and has children’s wellbeing at its heart.

As a parent, it’s lovely to get an insight into what children want to do. The set up with Jigsaw is fantastic.

What is Jigsaw, the mindful approach to Health and Well-being, and how does it work?

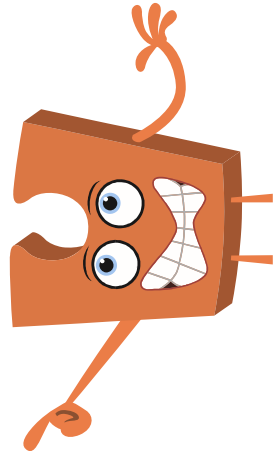
Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and wellrounded human beings as well as building their capacity to learn. Jigsaw is a comprehensive and completely original PSE programme (lesson plans and teaching resources) for the whole primary school from ages 3-11. Written by teachers and grounded in sound psychology, it also includes all Relationships and Health Education, and Sexuality Education is also included in the Changing Me Puzzle (unit). Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSE, Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stageappropriate way so that they meet children's needs.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

It's great for children to have this experience, to think ambitiously, and to have aspirations.



What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get

to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes. .

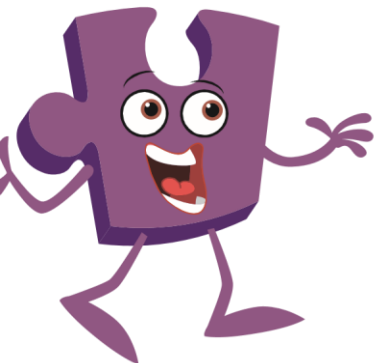
Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion.

It's fun because we learn about different things each time.

What else is included?

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice).

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.

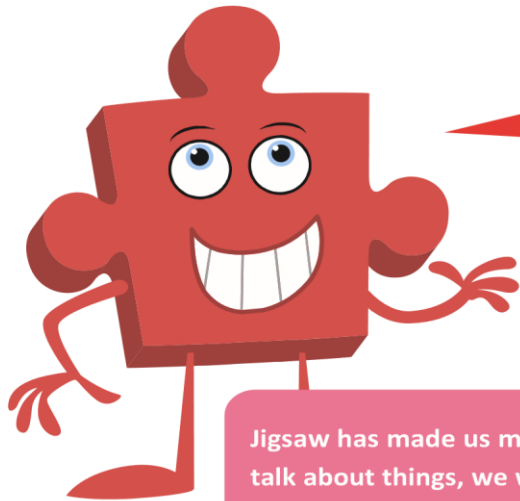


Children love the chime! Everyone has taken it on board.



How can I find out more information about Jigsaw?

The best thing to do is to talk to your child's teacher about how Jigsaw is taught in school. Alternatively, you can talk to the school's head teacher, or the teacher who is responsible for leading PSE or Health and Well-being across the school. Parents and carers are also very welcome to visit the Jigsaw website www.jigsawpshe.com/primary-scheme-of-work-for-curriculum-for-wales-health-and-well-being.



Since the school started Jigsaw, children are more supportive of each other. They look out for each other and are more caring.

Jigsaw has made us more visible, we used to not want to talk about things, we were a bit scared to talk, but now we have learned about it we know more and it's OK to talk about it with our class.



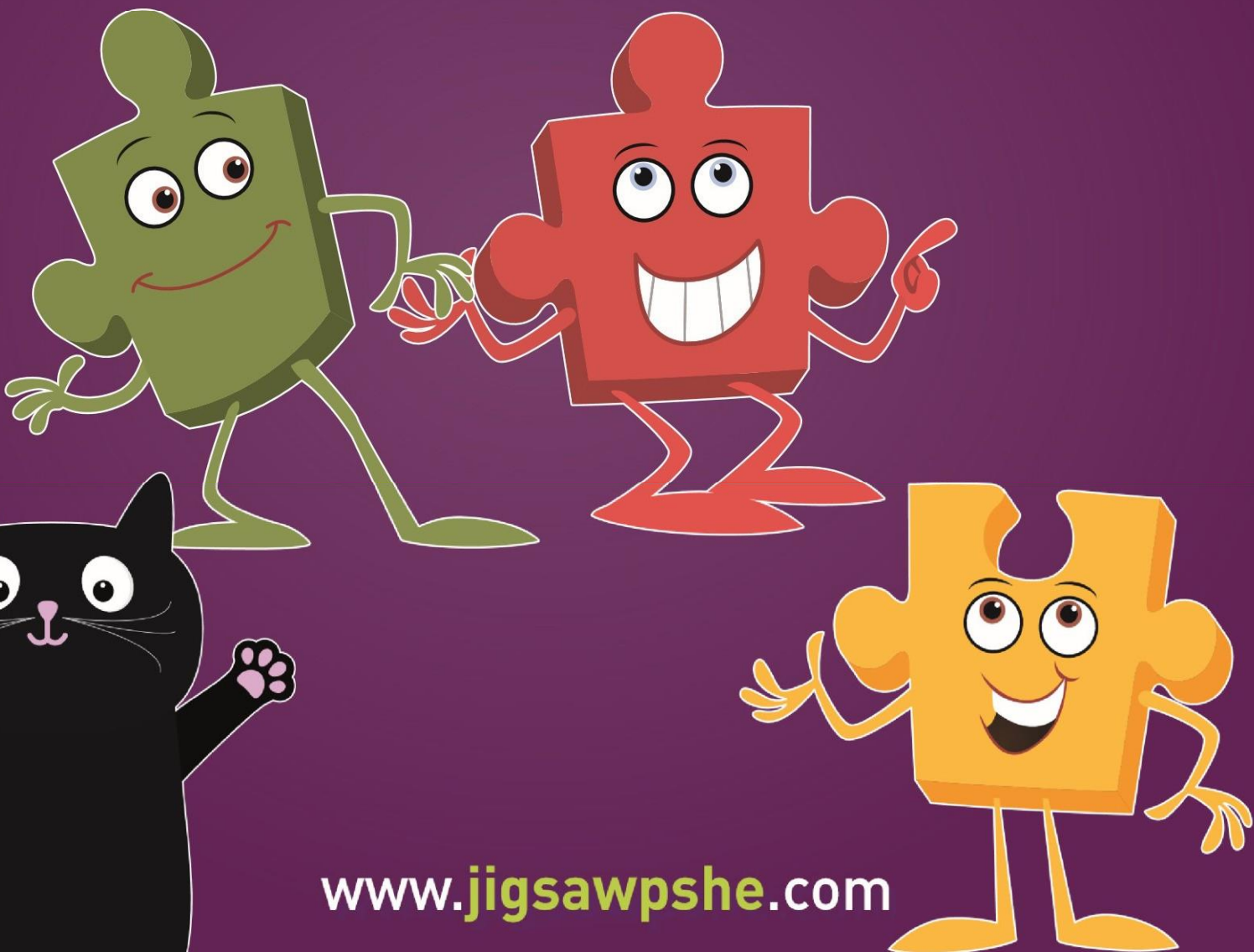
Jigsaw!®

The mindful approach to PSHE

**Relationships Education,
Health Education and Sex Education
in the Primary School**

**How does Jigsaw, the mindful approach to PSHE
(ages 3-11) approach these subjects?**

Information for parents and carers



www.jigsawpshe.com

Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education) is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

We, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and schools must fulfil their statutory duties.

What are the aims of Relationships Education, Sex Education and Health Education in the primary school?

The opening paragraph of the Department for Education guidance states:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

What must primary schools teach in Relationships Education, Health Education and Sex Education?

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education	Health Education
Families and people who care for me	Mental wellbeing
Caring Friendships	Internet safety and harms
Respectful Relationships	Physical health and fitness
Online Relationships	Healthy Eating
Being safe	Drugs, alcohol and tobacco
	Health and prevention
	Basic first aid
	Changing adolescent body

This DfE guidance clearly states the statutory requirements, i.e. what children MUST be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.

It is up to primary schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science.

If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The school will share its position on teaching Sex Education with parents/carers through its policy, and if relevant will make clear which lessons they can request their child is withdrawn from, i.e. which lessons constitute this additional Sex Education, if any.

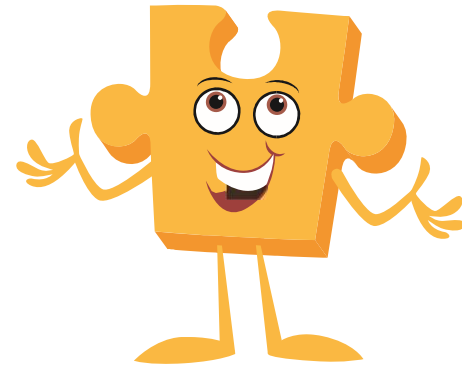
The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. Schools using Jigsaw decide on whether to use these lessons in their RSHE Programme, to cover this subject matter in NC Science or not to include them for their children, and this will be reflected in the policy.

At Jigsaw, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.

Why is this RSHE curriculum needed?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risktaking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”.



This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

If you have any questions...

- Talk to your child’s teacher, the head teacher, or the teacher in charge of PSHE. Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child’s lifelong learning and safeguarding.

What about LGBT+ issues?

There has been much mis-information in the media about how LGBT+ issues are to be taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this. Your child’s school can make this available to you on request.

Jigsaw firmly stands by its position that EVERY child is valued and special.

More about Jigsaw, the mindful approach to PSHE?

Jigsaw PSHE is a comprehensive and completely original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six Puzzles (units):

Being me in My World

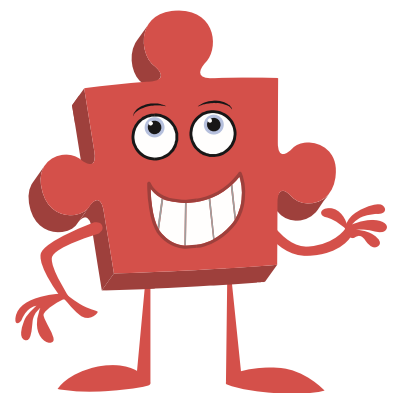
Celebrating Difference

Dreams and Goals

Healthy Me

Relationships Changing Me, each with six lessons.

These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.



What will my child actually be taught about puberty and human reproduction?

Jigsaw’s ‘Changing Me’ unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years’ learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example,

because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

The Changing Me Puzzle is all about coping positively with change and includes:

Ages 3-5 Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies; correct names for body parts.

Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.

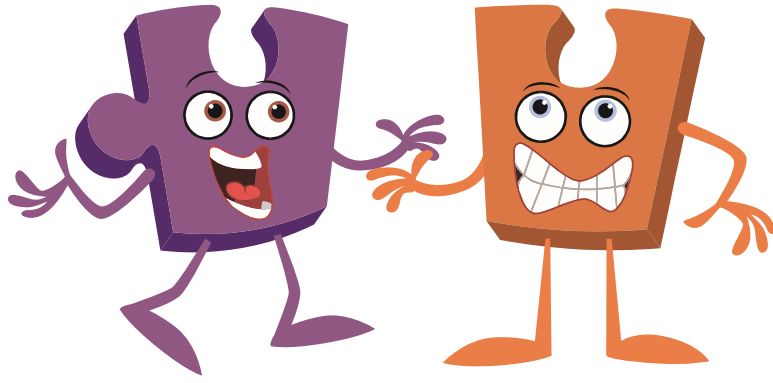
How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

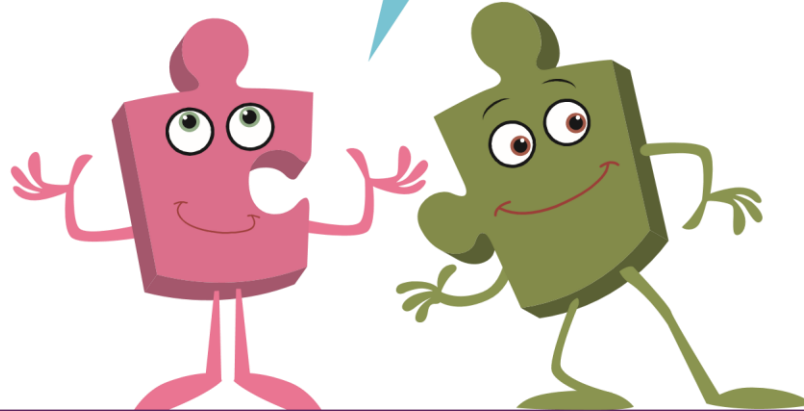
Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school. We may feel that they know too much, when actually ignorance is the enemy of innocence.



- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

We hope you found this information helpful. If you would like to know more about Jigsaw PSHE ask your child's school or visit the Jigsaw website www.jigsawpshe.com



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