Cedar Park School

Personal Social Health Education (PSHE) and Relationships Sex Education (RSE) Policy

Date Written: May 2026

Date Approved by Governing Body Curriculum Committee:

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1. School ethos/ values statement

At Cedar Park School, we believe in the importance of education for the development of the whole child. Personal, Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSHE contributes significantly across the whole curriculum to preparing our pupils for the opportunities and challenges of life. In line with the Department for Education statutory guidance (updated 2025 and effective from September 2026), Relationships Education and Health Education are compulsory in all primary schools. This is an essential part of a child's education and contributes to their personal development. Sex Education is not statutory at primary, but recommended by the DfE. We teach Sex Education as part of our Relationships Education within the planned PSHE curriculum.

2. Aims of the PSHE and RSE policy

Through PSHE at Cedar Park School we aim to provide pupils with the knowledge, skill and understanding from which they can make informed choices and decisions with regard to their present and future lifestyles.
We do this by:

- providing an atmosphere of trust and security in which effective learning can take place
- fostering a relationship of respect between children, between children and adults, and between adults
- preparing children for responsibilities, opportunities and experiences in school and outside school as individuals and members of communities.

PSHE gives children the opportunity to:

- reflect on and understand their personal and social development
- discuss, consider and examine spiritual, moral, social and cultural issues
- find out about the main political and social institutions
- learn about their responsibilities, rights and duties as members of communities
- understand and respect our common humanity, diversity and differences
- develop personal and social skills to be effective in learning and life relationships and to enable emotional development and interaction with others as well as making healthy positive choices and actively participating in society
- clarify and develop attitudes and values that support self-esteem and are positive to health and well being
- access relevant and age-appropriate information

PSHE supports children in their development, builds self-esteem, enables them to participate confidently, promotes health and emotional well-being and equips them with skills and knowledge to recognise and manage feelings and relationships and make positive health decisions. It supports learning through raising standards of achievement in all subjects by children who are more motivated, secure and confident learners in all areas of the curriculum.

All state funded primary schools are required to teach Relationships Education and to have had a Relationships Education policy from September 2020. All primary schools offering Sex Education are required to define any Sex Education they choose to teach other than that covered in the science curriculum, outline the subject content, how it will be taught and who is

responsible for teaching it, and state the parental / carers right to withdraw from non-statutory Sex Education lessons and the protocols established by the school to facilitate this. Schools are also required to consult with parents with regards to the policy and to work with parents, offering support in talking to their children about Sex Education and how to link this to what is being taught in school. It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education Policy.

The aim of this policy is to

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE and Relationships and Sex Education.
- Help parents and carers to understand what is covered in PSHE and Relationships and Sex Education and support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships and Sex Education.

Statutory Relationships and Health Education

"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."

DfE Guidance, p.8

At Cedar Park School, we recognise and fulfil our statutory duty to provide Relationships Education and Health Education to all pupils in accordance with current legislation. These subjects are delivered as part of our wider PSHE curriculum.

Sex Education is not compulsory in primary schools; however, where it is taught, schools must clearly define the content and ensure that parents are informed and understand their right to withdraw their child from non-statutory elements. Parents do not have the right to withdraw their child from Relationships Education, Health Education or the statutory Science curriculum.

This policy is informed by the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education (2019), updated in 2025 and statutory from September 2026. While the legal framework remains unchanged, the updated guidance places increased emphasis on safeguarding, ensuring that pupils are taught how to stay safe, develop healthy relationships and understand risks, including those presented online.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance, p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance, p.11

In line with statutory requirements, this policy sets out how Cedar Park School delivers Relationships Education, Health Education and, where applicable, Sex Education, ensuring compliance with current legislation and guidance. The policy is reviewed regularly to ensure it remains up to date with statutory expectations.

3. Parents’/ Carers’ right to withdraw

At Cedar Park School, Sex Education is taught as part of our Relationships and PSHE curriculum. While Sex Education is not statutory at primary level, parents and carers have the right to withdraw their child from specific Sex Education lessons, which are only delivered in Years 5 and 6. Prior to these lessons, parents will receive a letter outlining the content, and we encourage them to arrange a meeting with the class teacher, Personal Development Lead, or a member of the Senior Leadership Team to discuss any concerns. Requests for withdrawal should be made in writing.

Please note that parents and carers cannot withdraw their child from statutory PSHE, which includes Relationships Education and Health Education (including puberty and the changing adolescent body). Additionally, the science curriculum includes human development and reproduction, from which there is no right to withdraw. We strongly recommend that all pupils access the full PSHE and RSE curriculum.

4. Development of the policy

This policy was developed by the Personal Development lead in consultation with school governors, parents and pupils and with guidance from the PSHE Lead for Public Health at Bucks Council. This policy links to the Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. At Cedar Park School we use the Jigsaw PSHE Scheme to undertake this. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents / carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We aim to work collaboratively with parents / carers to ensure pupils receive Sex Education lessons that are relevant and age appropriate and sensitive to the needs of the community we serve.

We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

5. The Curriculum

Intent

At Cedar Park School, we teach Personal, Social, Health and Economic (PSHE) Education through a whole-school approach that underpins children’s development as individuals and

as members of society. We believe that high-quality PSHE not only supports pupils' personal, social and emotional development, but also enhances their capacity to learn by developing confidence, resilience and positive attitudes towards themselves and others. Through our PSHE curriculum, we aim to equip pupils with the knowledge, skills and understanding they need to lead safe, healthy and fulfilling lives, both now and in the future.

Implementation

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

At Cedar Park School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

The Jigsaw overview and skills progression document can be found on our website.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction

Although the puzzle pieces are taught separately throughout the year; some outcomes from each piece are taught elsewhere in Jigsaw e.g. in Healthy Me, emotional and mental health is nurtured in each lesson through calm me time. An aspect of relationships is taught within the Celebrating Difference Puzzle enabling children to appreciate that there are many types of family compositions. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

The Skills progression document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

What we use: We have a whole school approach to PSHE and RSE and use Jigsaw for the basis of our learning. Each class has a named jigsaw puzzle and Jerry the Cat to aid in their lessons as talking and respecting tools.

Who: The class teachers will deliver the lessons.

When: The PSHE curriculum will be taught throughout the year following the Jigsaw puzzle pieces. Relationships Sex Education will take place in the Summer Term.

Managing Difficult Questions

All aspects of PSHE are delivered within a framework of clearly established and consistently applied ground rules, ensuring a safe, respectful and well-managed learning environment. Pupils are encouraged to ask questions and engage in discussion in an appropriate and respectful manner. Where questions or issues raised are not suitable for whole-class discussion, they will be addressed separately with individuals or small groups, as appropriate.

A question box, or equivalent, is provided to enable pupils to raise questions anonymously or seek further clarification where they may feel less confident to speak openly. In recognition of the accessibility of online information, staff will endeavour to respond to pupils' questions in a factual and age-appropriate manner to reduce the risk of pupils accessing unreliable or inappropriate sources.

Whilst an atmosphere of trust and openness is promoted, staff cannot guarantee confidentiality. Any disclosures or safeguarding concerns will be managed in accordance with the school's safeguarding and child protection procedures. Where appropriate, information will be shared with parents and carers to ensure that pupils are supported both in school and at home.

Impact

High-quality PSHE and Relationships and Sex Education (RSHE) at Cedar Park School will enable pupils to develop the knowledge, skills and attributes required to lead safe, healthy and fulfilling lives. Pupils will be supported to manage their emotional wellbeing, developing resilience and the ability to understand and express their feelings appropriately. They will build positive, respectful relationships, demonstrating empathy, effective communication and an understanding of how their behaviour impacts others. Through the curriculum, pupils will learn to make informed decisions, assess risk and take responsibility for their choices in a range of contexts, including online safety, health and wellbeing.

In addition, pupils will develop a positive sense of self, recognising their strengths and building confidence to participate fully in school and wider society. They will understand their rights and responsibilities as members of a community, showing respect for diversity and contributing positively to those around them. Pupils will also gain a secure understanding of physical health, including the importance of healthy lifestyles, personal hygiene and the changes that occur as they grow.

Through Relationships Education, pupils will understand the characteristics of healthy relationships, recognise unhealthy behaviours and know how to seek help when needed. Through age-appropriate Sex Education, pupils will develop a factual understanding of human reproduction and an awareness of how to keep themselves safe, including recognising inappropriate behaviour and reporting concerns. Overall, pupils will leave Cedar Park School as confident, respectful and informed individuals, prepared for the next stage of their education and for life in modern Britain.

6. Relationships and Health Education: Statutory Content

Relationships Education

Relationship Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will be able to make informed decisions about their relationships, personal safety, and wellbeing. Pupils will understand that families come in many forms and can all provide love, security, and stability, and they will learn the characteristics of healthy family life as well as how to recognise unhealthy relationships and seek help. Pupils will develop knowledge of friendships, including how they contribute to happiness and security, the qualities of positive friendships such as mutual respect, trust, loyalty, and kindness, and strategies for managing difficulties and maintaining supportive relationships.

Pupils will also learn the importance of respectful and kind relationships, including noticing others' needs, setting and respecting boundaries, communicating effectively, managing conflict, recognising bullying, understanding stereotypes, and knowing how to respond and challenge them. Teaching will cover online safety, helping pupils behave responsibly online, protect their privacy, critically evaluate information and online relationships, recognise risks, and report concerns. Pupils will develop an understanding of personal safety, including privacy, consent, body autonomy, recognising unsafe relationships, responding to concerning adults, and seeking help confidently.

Health Education

Health Education is compulsory for all primary-aged pupils and there is no right of withdrawal. It supports pupils in making informed decisions about their physical health, mental wellbeing and personal safety.

By the end of primary school, pupils will understand key aspects of mental wellbeing, including recognising and managing emotions, developing resilience, and knowing how and when to seek support. They will learn about the safe and responsible use of the internet, including recognising risks, managing screen time, and reporting concerns. Pupils will also develop knowledge of physical health, including the benefits of regular exercise, healthy eating, good quality sleep and personal hygiene, as well as understanding the risks associated with unhealthy lifestyles, including substance use.

In addition, pupils will learn how to protect their health through recognising illness, maintaining hygiene, understanding vaccination and immunisation, and keeping themselves safe in everyday situations. They will develop an understanding of personal safety, including how to respond in emergencies and basic first aid. Teaching also includes age-appropriate understanding of growth and development, including puberty and the changes associated with adolescence, ensuring pupils are prepared for these experiences.

Building Foundations for Secondary RSHE

The PSHE curriculum is carefully sequenced to be age-appropriate while also preparing pupils for the next stage of their education. Pupils develop essential skills for managing emotions, building and maintaining positive relationships, and understanding boundaries,

privacy and consent in ways that support both their current experiences and future development.

Learning about relationships, online safety and respectful behaviour is progressive, equipping pupils with the knowledge and skills needed to navigate increasingly complex situations. A strong focus on emotional literacy and mental wellbeing ensures that pupils develop the vocabulary, confidence and strategies needed to manage challenges and seek support when required.

Challenging Stereotypes and Promoting Respect

Throughout the PSHE curriculum, pupils are taught to respect diversity and challenge stereotypes, including those related to gender. They learn that all individuals should be treated with dignity and respect, regardless of differences, and that harmful attitudes or behaviours, including bullying and prejudice, are not acceptable.

Pupils are supported to understand that characteristics such as kindness, strength and respect are qualities for all individuals, and that everyone has a responsibility to contribute to positive, inclusive relationships. This approach supports safeguarding and helps pupils to develop the understanding and attitudes needed to build healthy, respectful relationships throughout their lives.

7. Sex education at Cedar Park School

Sex education is not compulsory in primary schools; however, the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and can understand how human life begins.

At Cedar Park School, our approach to sex education is:

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is different from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

8. Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.
In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

9. Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents / carers according to the school's safeguarding procedures.

10. Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education. The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education and non-statutory Sex Education. Teachers are responsible for delivering PSHE. Pupils are expected to fully engage with PSHE provision and treat others with respect.

11. Working with outside agencies and visiting speakers

External staff are occasionally used to deliver aspects of PSHE or RSE lessons but as their availability cannot be relied upon, the RSE programme is taught with no assumption of support from external speakers. Whenever an external visitor is going to deliver a lesson or activity that is related to PSHE or RSE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the PSHE and RSE policy and all lessons are evaluated by staff. The visitor will also be supervised by a member of staff at all times with speakers and organisations carefully vetted before working alongside the teacher.

12. Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE and RSE policies will be reviewed annually. To ensure staff are confident to deliver all aspects of the PSHE curriculum (including Relationships and Sex Education) access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

13. Working with parents and carers (consulting, informing and supporting)

Consulting and working with parents / carers will form an important part of establishing and maintaining the PSHE and RSE policy. Initial consultation will take place over the development of this document and then it will be shared with all parents / carers who will have the opportunity to provide their feedback before it is ratified by the Governing Body. This will be an ongoing process when the policy is reviewed. Parents and carers are only entitled to withdraw their child from designated Sex Education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

14. Policy review and updates

The PSHE and RSE policy will be reviewed annually and any changes made will be consulted on with parents and carers as required by the DfE.

15. Resources and Appendices

Appendix 1: DfE RSE Statutory Guidance

Relationships Education, Relationships and Sex Education, and Health Education guidance.

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

Appendix 2: DfE Descriptors and Statutory Guidance

Relationships Education (Primary) – GOV.UK

Available at: https://www.gov.uk/government/publications/relationships-education-primary

Appendix 3: Ground Rules

Work with pupils to establish a set of ground rules that increase feelings of safety and comfort during puberty and sex education lessons. Essential rules include:

- No personal questions or sharing of private information.
- Pupils have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- The list should be displayed in the classroom and referred to as needed. Encourage pupils to use phrases like “Someone I know…” instead of names when sharing personal examples.

Appendix 4: Jigsaw – The Mindful Approach to PSHE (Ages 3–11)

A guide for parents and carers. Available on the school website from September 2026.

This guide provides information on the Jigsaw PSHE programme used at Cedar Park School and will be accessible online for parents and carers once published.

Appendix 5: Jigsaw Puzzle Maps – All Six Puzzle Pieces

A guide for parents and carers. Available on the school website from September 2026.

This resource provides an overview of the six Jigsaw PSHE puzzle pieces taught at Cedar Park School:

- Being Me in My World – Understanding yourself, your place in the school community, and responsibilities.
- Celebrating Differences – Learning to respect and value diversity.
- Dreams and Goals – Developing aspirations, resilience, and a growth mindset.
- Healthy Me – Understanding physical and mental wellbeing and making healthy choices.
- Relationships – Building positive relationships and managing challenges.
- Changing Me – Understanding growth, puberty, and age-appropriate aspects of personal development.

These guides will be accessible online for parents and carers once published and provide information about the structure and content of each unit within the Jigsaw PSHE programme.