

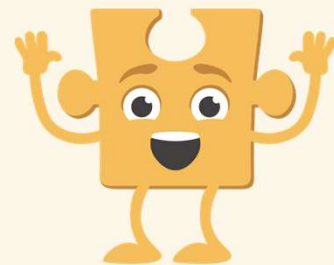


JIGSAW
PSHE 3-11

DfE RSHE GUIDANCE (2025)

What your school needs to know

9 September 2025










ELANIE ADEMOKUN
Programmes Director



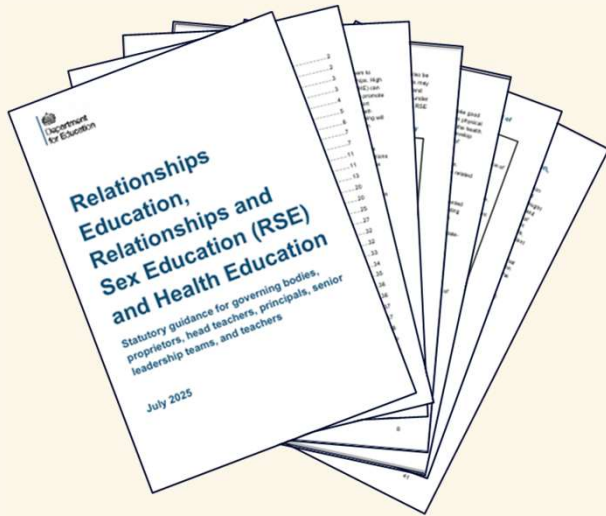
SARAH BROUGH
3-11 Programme Lead

SESSION OUTLINE



-  DfE RSHE Guidance: what are the significant changes?
-  What does this mean for all schools?
-  What does this mean for schools using Jigsaw PSHE 3-11 Programme?
-  How can and will Jigsaw support you?
-  Q & A- please pop any questions in the chat

NEW DfE RSHE GUIDANCE (2025)



New 2025 statutory guidance (England only)

To replace 2019 guidance



Follows 2024 consultation

Takes into account feedback and current research and good practice.

Retains flexibility for professional judgement.



Implementation for September 2026

Schools can start to implement guidance as soon as they are ready.

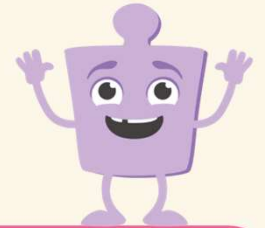
Jigsaw schools are already meeting some new content.



Links to other legal obligations and statutory requirements

CORE RSHE PRINCIPLES

A whole school approach

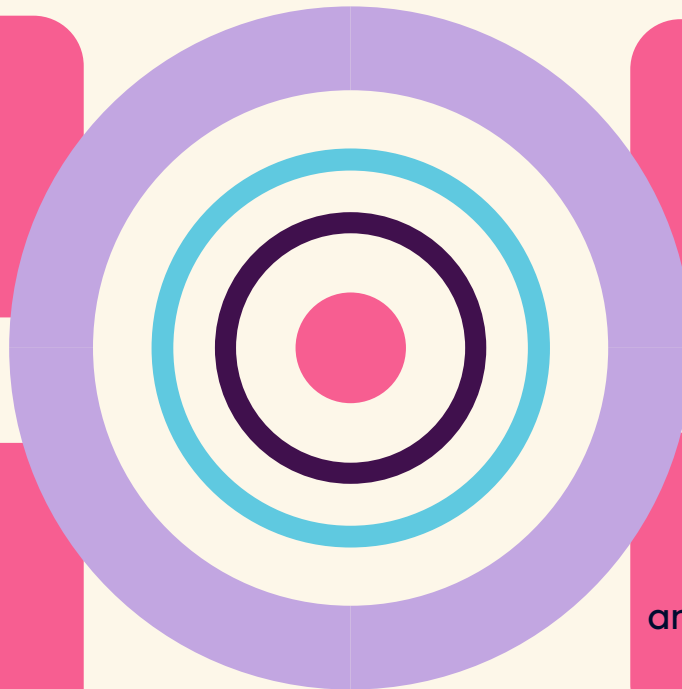


Informed Decision-Making

Knowledge and skills enabling informed, ethical decisions about wellbeing, health and relationships

Character & Values

Cultivating resilience, self-worth, honesty, integrity, courage and kindness



Holistic Development

Evidence-based teaching promoting moral, social, mental and physical development

Prevention & Protection

Helping young people understand and identify when things aren't right, supporting prevention of harms

ALL SCHOOLS WILL NEED TO INCLUDE:



Building relationships with self and others



Safety as a key theme - online and offline



More specific digital literacy content

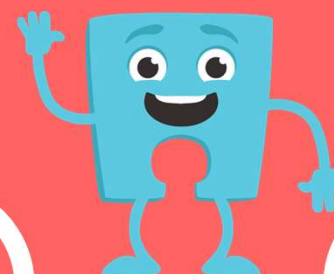


Specific mental health and wellbeing aspects



Whole school community approach

WHAT ARE WE DOING FOR YOU AT JIGSAW PSHE?



Auditing

We have checked all the existing content

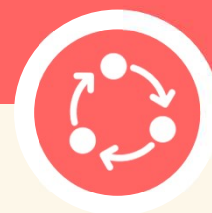
Jigsaw PSHE 3-11 already meets most of the guidance



Listening

We are listening to your feedback

Your suggestions are informing our audit and planning



Making Changes

We are updating all our teaching content for December 2025

Jigsaw will continue to be evidence informed, compliant and relevant

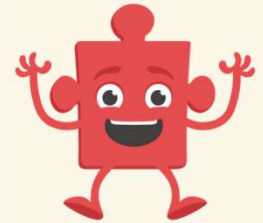


Informing

We will use e-mail, webinars, the portal and social media to keep you up-to-date with changes, practical solutions and training opportunities

WHAT STAYS THE SAME?

Our carefully structured whole school approach already supports the new guidance



Six Puzzle Themes

- Themes revisited annually with increasing depth
- Contextualises learning across year groups



Lesson Structure

- Safe, inclusive learning environment
- Development of SEL embedded throughout
- Clear, simple slides support pupil understanding and engagement



Whole School Approach

- Learning reinforced through assemblies, songs, celebrations
- Community engagement and support
- Brings PSHE alive beyond lessons



Structured Spiral Curriculum

- Age-appropriate content building foundations for later learning
- Flexible delivery meeting individual children's needs
- Multiple opportunities to revisit and develop understanding

WHAT CHANGES WILL YOU SEE?

Reviewing content threaded through whole programme



New Lesson Content

Updated teaching and learning activities to strengthen existing content and include new topics.
Some new lessons



Sources of Support

Strengthened focus on how and when to seek help across a wider range of topics

New training and support for schools.



General Wellbeing

Social and emotional learning will be more explicit for pupils and more clearly linked to physical health.

Mapping will be clearer for teachers.



Teacher and Parent Materials

Updates to mapping and supporting materials.

New materials to support parents, especially with non-statutory sex ed.



STATUTORY RELATIONSHIPS CONTENT



Not just about the topic standards:

- Wide range of family structures, including same sex parents
- Content that enables pupils to recognise emotional, physical and sexual abuse from a young age, trust their instincts, and find support.
- Protective and preventative teaching without causing alarm, or normalising risky behaviours or activities .

✓ Families and people who care for me

✓ Caring Friendships






✓ Respectful Relationships

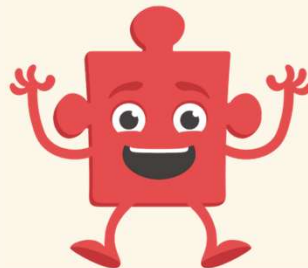
✓ Online Relationships

✓ Being Safe

✓ *Sex Education (non-statutory)*

NEW EXPECTATIONS

-  **Caring Friendships:** That loneliness is normal and there is no shame in feeling or discussing it
-  **Respectful Relationships:** greater focus on self esteem, setting and respecting boundaries, building resilience and how to find support.
-  **Online Relationships:** Enhanced online safety requirements (critical evaluation of materials, social media age limits, awareness of upsetting content)
-  **Being Safe:** Further details on developing skills to stay safe in relationships and teaching on when and how to seek support
-  **Sex Education:** Recommended from Yr5 onwards and *schools to offer further support to parents*



RELATIONSHIPS CHANGES: JIGSAW 3-11

Existing content already strongly meeting most expectations



Build on existing content about loneliness, knowing when to and how to seek support.

Strengthen content on recognising harm and abuse.



Update and build on content around recognising when something feels safe or unsafe, including age-appropriate links for learning about safety online.



Yr4 sex education lesson will be moved to Jigsaw+ as optional, and Yr3 (puberty) and Yr 5 (sex ed) lessons adapted to reflect this.

Parent support leaflets to be updated and extended.



EXAMPLE: RECOGNISING ONLINE ABUSE AND HARM

Online Safety and Awareness: *“4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.”*



Build foundation skills in KS1: e.g. strengthen children's ability to recognise feelings in their bodies and identify when something feels "not quite right" - starting with offline situations before applying online.



Enhance age-appropriate content in lower KS2: enhance across multiple contexts in Relationships, Changing Me, and Healthy Me to build understanding and skills with new scenarios and activities.



Add new content in Upper KS2: adapt existing lessons and add new content in Healthy Me, Relationships and Changing Me to address complex online scenarios including privacy settings, location awareness and critical evaluation skills.



STATUTORY HEALTH AND WELLBEING CONTENT

All linked to relationships and building skills

*“Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop **emotional awareness**.*

*Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and **time spent outdoors**.*

*As in all of RSHE, care should be taken to **avoid exposing pupils to concepts which are not appropriate for them**. Schools should continue to build on the primary health and wellbeing curriculum content in secondary “*

Paragraph 40

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✓ General Wellbeing

✓ Wellbeing Online

✓ Physical Health and Fitness

✓ Healthy Eating

✓ Drugs Alcohol, Tobacco and Vaping






✓ Health Protection and Prevention

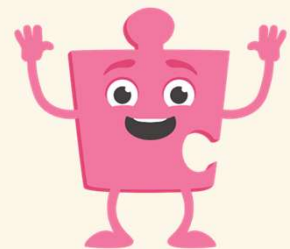
✓ Personal Safety

✓ Basic First Aid

✓ Developing Bodies

NEW EXPECTATIONS

-  Small or no changes to Healthy Eating, Drug Education, Physical Health and First Aid
-  Greater focus on active promoting of physical and mental health, recognising and what is appropriate and proportionate, and when to seek help and support
-  More content on online behaviours including: safety and rights, relationships, gaming (including addiction), potential financial harms, social media, apps, sharing images, impact on physical health and offline relationships.
-  Additional clarity on teaching specific vocabulary for external body parts, and when menstruation is advised to be taught
-  Personal Safety: **New topics** on safety in and out of the home, including fire, water, road and rail.



HEALTH AND WELLBEING CHANGES: JIGSAW 3-11

Existing content already strongly meeting most expectations



- Further promotion of general wellbeing
- Build in more on how to judge if feelings are appropriate/ proportionate including loneliness
- Strengthen when and where to seek help, and how to keep asking



Refresh existing content and build in new lessons where necessary for new topics on:

- Online safety and critical thinking
- Online financial harms and links to offline life
- Safety in and out of the home



- Add further content on recognising early signs of ill health
- Develop further links between mental and physical health, including outdoor learning
- Add more on personal hygiene, bacteria and viruses.



EXAMPLE: ROADS AND RAILWAYS

Personal Safety: “2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.”



Build foundation skills in KS1: Strengthen existing road safety content and expand to ensure inclusion of basic railway and water safety awareness.

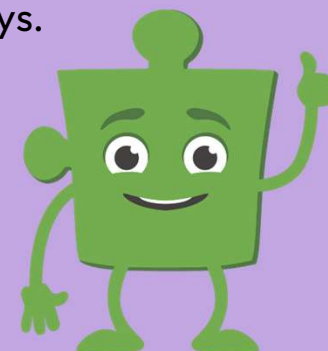


Enhance age-appropriate content in lower KS2: Build on current lessons across the Puzzles to include further water safety code and railway awareness, with new scenarios and activities.



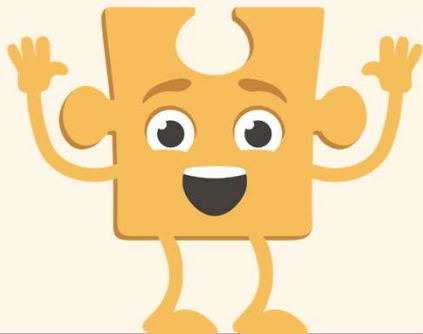
Add new content in Upper KS2: As for lower KS2, and rewrite scenarios, e.g. Aiden's story in HM Yr 4, to include focus on risk-taking around roads and railways.

Develop new assembly content: to reinforce safety learning across the whole school.



SEX EDUCATION FOR PRIMARY

“Sex Education is not compulsory in primaries, and parents have the right to withdraw their children from sex education as part of RSHE, **but we recommend that primaries teach sex education in years 5 and/or 6.**”



NEW

‘This process should include **offering parents support in talking to their children about sex education and how to link this with what is being taught in school** as well as advice about parents’ right to request withdrawal from sex education.’

RIGHT TO WITHDRAW

- What parents/carers can withdraw pupils from in RSHE – sex ed, not puberty
- Schools are to engage and support parents
- Why sex education is valid and linked to Relationships education (p22)
- Why puberty content enabling pupils to external body parts is statutory

Good safeguarding practice:

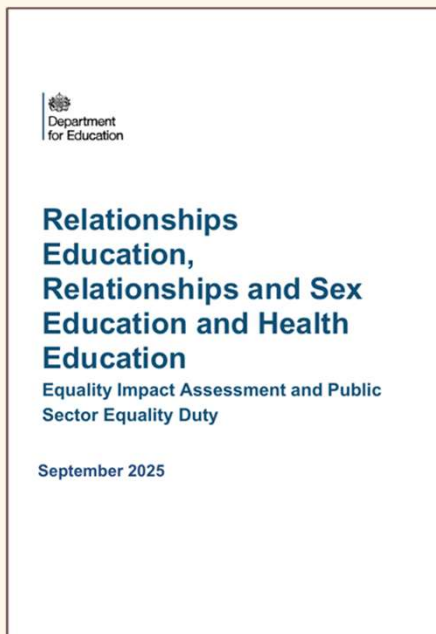
“requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.”

p23

PROTECTED CHARACTERISTICS

No expectation for explicit teaching of Protected Characteristics through RSHE in primary schools.

Jigsaw 3-11 materials will continue to reflect and celebrate difference in our communities.



Religion and Belief

All schools may teach about faith perspectives, and should be sensitive to religious backgrounds, but no right to withdraw from statutory RSHE content



LGBT

Teaching “should illustrate a wide range of family structures in a positive way” including same-sex parents

No final Gender Questioning guidance as yet.

No specific teaching content for Jigsaw PSHE 3-11 related to gender questioning/transgender.

PARENTAL ENGAGEMENT



No significant changes for primary.

Parental engagement continues to:

- be a key aspect of developing policy and practice
- Schools must share their RSE policy content online
- Parents may request to see the content of any teaching materials for RSE

Jigsaw will:

- Update parent presentations, leaflets and parent access
- Encourage schools to engage on ALL areas of PSHE, not just the statutory RSE.

MOVING TO THE NEW MATERIALS

Before moving across to the new materials:



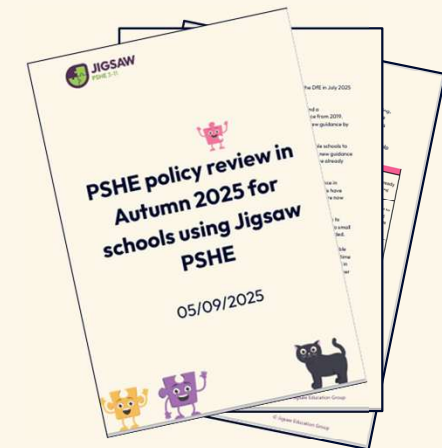
- Do your staff feel confident and prepared?
- What CPD is needed?



- Have you updated your policies?



- Have you consulted with staff and governors?
- Have you consulted with parents?



KEY TAKEAWAYS

The foundations of good practice remain unchanged

Manageable Changes

These are enhancements building on what you already do well, not a complete curriculum overhaul.

Updated Resources for All

Refreshed classroom resources and updated materials for governors, parents and staff to ensure everyone feels confident



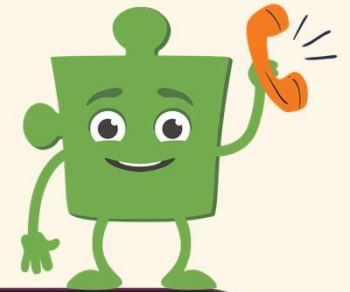
Flexible Timeline

Implementation by September 2026 - you can move at your own pace with our full support

We're Here for You

Comprehensive training, ongoing support, and resources designed around your needs

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Any questions?



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