



## DfE's 2024 Draft Review of RSHE: How will Jigsaw support schools during this consultation period?

### What has happened?

We are pleased that the DfE has finally published its [draft review of the current RSHE guidance](#) as we know that the wait has caused uncertainty for some of our schools.

The DfE has also issued a [press release](#) and a [statement to schools and parents](#) on the Education Hub.

### What has been the reaction?

There is a lot of discussion about what is and is not in the guidance in newspapers, radio programmes, social media, pressure groups and school news. As ever, opinion is divided, and some groups are looking for an 'angle' to make sure they are heard. You can use the links in this document to look at the actual guidance and messages from the DfE for yourself, but it is useful to know that there are some very strong messages online that may be stirring up reactions of parents and teachers.

### What happens next?

There is now an 8 week [consultation](#) period open to all who are interested - from the 16th May until the 11th July.

Jigsaw Education Group will be issuing a response to the draft guidance in June after careful consideration of the content. This will enable us to consider different views in relation to current research, data and pedagogy relevant to RSHE/PSHE and emotional health and wellbeing.

### We encourage all our schools to read the guidance and take part in the consultation.

It is important that a wide range of voices are heard as part of this process to help ensure that the final version of this guidance will have a positive impact on children's and young people's experiences in RSHE.

### What is Jigsaw doing?

At Jigsaw Education Group we are looking at this draft guidance in detail and we will then contribute our views into the consultation process. We are also reviewing all our teaching materials to see where the proposed guidance may have an impact.

This means that by the time the final version is published later in 2024, we will be well prepared to make any adaptations quickly and to ensure that our Jigsaw Programmes continue to fully comply with statutory requirements.

As part of that process, we will also review and update all our mapping documents, and be fully transparent about any changes so that you can continue to engage with your parents and carers about the resources that are used in the classroom.



We appreciate that this review has come at a difficult time for schools just as you are about to teach Changing Me. We want to reassure you about what to do right now, with options you can easily consider to stay focussed on delivering high quality teaching, rather than having to re-plan your curriculum.

**What does this draft guidance actually mean for you in school now?**

All the current online Jigsaw PSHE 3-16 teaching materials still meet the current statutory expectations for RSHE (DfE, 2019). **This new guidance is still only draft.**

**Schools that have consulted with their school communities about the content of their RSHE within PSHE can still confidently carry on with their planned teaching and learning as this is in line with the current statutory guidelines.**

Once the final guidance is released later this year our (and consequently, your) PSHE planning will need to be rechecked. However, even when the final guidance is completed and released, it is standard practice for the DfE to give schools time to evaluate their current provision and bring it in line with any new guidance, and we will help our schools through this process.

**HOWEVER - we can reduce some of the pressure on you right now.**

The messaging that is coming from the DfE, media and some pressure groups is creating a difficult atmosphere for a small number of schools that may make teachers anxious, or have an impact on the relationships between schools and parents or carers.

For this reason, we have highlighted below a few areas within the upcoming **Changing Me Puzzle** that you can consider in light of the draft guidance and public reaction, to decide if you want to adapt or omit any of the current content for this term.

**We are here to support you.**

In general, all our materials are continually reviewed and updated to ensure they reflect the needs of children and young people, are mindful of research-based evidence and remain compliant with statutory requirements. Hence, you can rest assured that Jigsaw will continue to keep you up to date with any news and changes that may affect the delivery of PSHE within your school, and that we are here to support you at [schoolsupport@jigsaweducationgroup.com](mailto:schoolsupport@jigsaweducationgroup.com) if you have any questions or concerns until then.

Kind Regards,

Sarah Brough, Programme Lead for Jigsaw PSHE 3-11

Draft Guidance 2024: changes that would affect Changing Me content	Potentially Affected Content in Jigsaw PSHE 3-11	Alternative Options For Your Pupils
<p>No further clarity on definitions of sex education at this stage but on <a href="#">page 22</a> there is a proposed age restriction as follows:</p> <p><i>72. Sex education is not compulsory in primary schools, but the Department recommends that primaries teach sex education in years 5 or 6 (this should be taught no earlier than year 5) in line with what pupils learn about conception and birth as part of the national curriculum for science.</i></p>	<p>This states no sex education until Year 5.</p> <p>Jigsaw PSHE includes a sex education lesson in Year 4, <a href="#">Piece 2</a> that your school may be using.</p>	<p>If you would now prefer to leave sex education until Year 5, use the alternate lesson for Year 4, <a href="#">Piece 2a</a></p> <p>Double check the language in blue across Year 4 materials is in line with your current policy and any changes you make in this interim period.</p>
<p><a href="#">Page 32</a> of the draft guidance shows a change in terminology from 'Changing Adolescent Bodies to 'Developing Bodies' and now reads as below: Please remember that content around puberty in 'Developing Bodies' will be part of statutory Health Education, just as it is in the current 2019 Guidance that is in place for you now. This means that it is NOT classed as sex education, and is statutory content to be delivered in primary schools.</p>	<p>It is not clear about the intent of what is and is not to be taught before Year 4, as life cycles are taught from EYFS, but this is probably aimed at specific aspects of puberty. For total clarity, we have summarised content below across the broadest interpretation.</p>	<p>If you feel it will be beneficial to teaching and learning at this time to review this, look at all these lessons and decide if you need to make adaptations in line with your policy and any community concerns.</p> <p>Remember that current guidance makes it clear that pupils need to start learning about puberty so that they are prepared for its onset (which is currently described by the DfE as from 8/9 years onwards).</p>
<p><i>This should not be taught before year 4.</i></p> <p><b>Pupils should know:</b></p> <ol style="list-style-type: none"> <li><i>1. About growth, change and the changing adolescent body. This topic should include the human lifecycle. Puberty should be mentioned as a stage in this process.</i></li> <li><i>2. The key facts about the menstrual cycle, including physical and emotional changes.</i></li> </ol>	<p><b>Year 1</b>  <a href="#">Pieces 1, 2 and 3</a> - Life Cycles and Growth with no mention of puberty  <a href="#">Piece 3</a> - names body parts - no mention of puberty</p> <p><b>Year 2</b>            Pieces 2 and 3 - Life cycles and growth with no mention of puberty.  <a href="#">Piece 2</a> - Body changes described in context as possibly slowing down in older age, not puberty  <a href="#">Piece 3</a> - references teenagers in but in terms of more freedom but not body changes.  <a href="#">Piece 4</a> - Naming body parts - no references to growing and changing.</p> <p><b>Year 3</b>            Pieces 1 and 2 look at babies, and you are likely to have already checked this carefully against your policy.  <a href="#">Piece 1</a> - mention of growing and changing  <a href="#">Piece 2</a> - focus on babies and that they grow in the mother's womb - not puberty related.  <a href="#">Piece 3</a> - This lesson is a gentle introduction to puberty - outside body changes  <a href="#">Piece 4</a> - This lesson is a gentle introduction to puberty - inside body changes</p>	<p>The ones that link most directly to puberty before Year 4 are:</p> <p>Year 3, Piece 3 and Piece 4 that look at inside and outside body changes in puberty.</p> <p>Again, you are likely to have already checked these carefully against your school policy and carried out your parental engagement, but you may want to look at these again if you have any concerns in this interim period.</p>
<p><b>REMEMBER:</b></p> <p>The 2024 guidance is draft, and you do not have to make changes if you are teaching to your agreed school policy - this is only for you to be aware of and consider. Draft guidance also distinguishes between what schools must' and 'should' do.</p>		