

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Headteacher: Mr P Mandelstam

23 October 2026

Dear Parents and Carers,

Update: Outcome of our PSHE and RSHE Parent Survey

Thank you to everyone who took the time to complete our recent PSHE and RSHE parent consultation survey.

We received a 10% response. We are pleased by the overall positive confidence expressed in our school's approach and policy which is in line with statutory guidance. Below is a summary of the key findings and the answers to your questions in response to your comments:

Key Survey Highlights:

- 84% of respondents read the policy in full and 96% of these agreed that our PSHE policy was clear in explaining the aims of RSHE programme.
- 81% of respondents felt that the RSHE content was age-appropriate, with 19% being unsure.
- 90% of respondents felt that our RSHE programme will promote healthy relationships and pupil wellbeing.
- 87% of respondents support the adoption of the revised RSHE Policy and content with 13% being unsure.
- 100% of respondents felt it was important that our policy and content reflects the School's values of respect, inclusion and safeguarding.

Your Queries and our response:

- **One person asked for clarification on age-appropriate content such as sexuality and one person asked when sex education was taught.**

Jigsaw clearly distinguishes between statutory Relationships/Health Education (which focuses on families, friendships, and puberty) and non-statutory Sex Education (which focuses strictly on human reproduction).

- **Definition of Sex Education:** Within Jigsaw, sex education is defined exclusively as **learning about human reproduction** (sexual intercourse, conception, pregnancy, and birth). It explicitly **does not** teach children about different types of sexual activity or sexual intimacy.

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Northway ~ Sedgley ~ Dudley ~ West Midlands ~ DY3 3PS

☎: 01384 816610

✉: admin@alder.dudley.sch.uk

Website: www.alder.dudley.sch.uk

- **Timeline of Content:** Non-statutory sex education lessons are reserved for the upper primary years—specifically Year 5 in the Summer Term, when a letter will be sent out along with a copy of the slides showing what is taught. Parents retain the right to withdraw their children from these specific non-statutory lessons.
- **Approach to LGBTQ+ and Sexuality:** Jigsaw does not feature a standalone "LGBTQ+ unit". Instead, representations of diverse people are integrated naturally across topics like *"Celebrating Difference"* and *"Relationships"* to prevent bullying and encourage respect.
- **Ages 4–7 (Infants):** Specific LGBTQ+ terminology is **not** introduced. Lessons simply use diverse imagery to show that families look different (e.g., some children have two mums or two dads).
- **Ages 7–8+ (Lower Key Stage 2):** Terms like *lesbian*, *gay*, and *heterosexual* are introduced purely in the **context of family structures and loving relationships**, entirely devoid of any sexual context or intimacy.
- **Gender Identity:** The Jigsaw 3–11 primary curriculum **does not** include content on gender questioning or transgender concepts, focusing instead on dismantling general gender stereotypes.
- **One person asked about children with SEND being taught sex education sensitively.**

Jigsaw recognizes that PSHE and RSHE are uniquely vital for children with Special Educational Needs and Disabilities (SEND), as they may be more vulnerable to exploitation or require extra support navigating physical and emotional changes.

The curriculum therefore employs several sensitive, adapted strategies:

- **Distancing Tools:** Jigsaw utilizes character soft toys (the "Jigsaw Friends") and a collective "Jigsaw Charter" (classroom ground rules). This allows children with SEN to discuss sensitive topics safely in the third person (e.g., *"How is Jigsaw Jack feeling about changing?"*), removing personal anxiety from the lesson.
- **Tailored Explanations ("Child-Speak"):** Complex abstract ideas are broken down into concrete, visual components. For instance, when explaining adult relationships to a child who processes information literally, Jigsaw replaces mature references by anchoring the concept strictly to the visible emotion of **love and mutual care**.
- **Differentiated Pacing:** Jigsaw is designed so teachers can adapt, slow down, or visually modify lessons. If an SEN child's developmental age differs from their chronological age, teachers typically adjust the materials to match their physical and emotional maturity rather than rigidly sticking to the year-group format.
- **Managing Spontaneous Questions:** If an SEN child asks an explicit or highly mature question during a lesson, teachers are trained to handle it adaptively. Rather than addressing it in front of the whole class, they validate the question and later address it individually or coordinate with parents to answer it in an environment where the child feels most secure.

I hope that this has answered your queries, but if you have any further questions, please email the office or view the full curriculum content on our website.

Our finalised policy has been shared with our school governors and is on our website. Thank you again for taking part in the survey about our PSHE & RSHE programme to keep our students safe, healthy, and prepared for the future.

Kind Regards

M Shee

Mrs M Shee
Deputy Headteacher