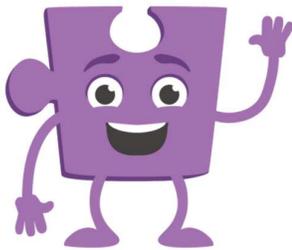




PSHE policy review in Autumn 2025 for schools using Jigsaw PSHE

September 2025



Current position regarding RSHE statutory guidance

New RSHE guidance for schools in England was published by the DfE in July 2025 for implementation by September 2026.

This brings welcome clarity on next steps for RSHE in schools, and a contemporary focus that builds positively on the existing guidance from 2019. Schools must update their programmes and policy to meet this new guidance by September 2026.

We are pleased to confirm that our existing materials already enable schools to be compliant with the vast majority of the new expectations, as the new guidance reflects much of the current research and good practice that we have already embedded.

We have taken the time to look at all aspects of the 2025 RSHE Guidance in detail, alongside feedback from schools, current data and research. We have audited every lesson in our Jigsaw PSHE programme against this and are now using this to inform and update of all our PSHE content.

There are a small number of areas where we need to make small changes to include additional content to our spiral curriculum and we expect to move a small amount of content around to allow for a handful of new lessons to be included.

We expect this new content to have been written, quality assured and available for you to see (and potentially use) from January 2026. This allows plenty of time for you to check all these changes, consult across the school community, build in staff training and make any adaptations before using the new content whenever you are ready to.

In the meantime, you can continue to use the existing content, which is all up to date and in line with the 2019 guidance, and your current PSHE/RSHE policy. We continue to recommend that schools set learning in RSHE within the wider PSHE programme of work and fully engage with parents on all aspects of PSHE, not just the statutory aspects of RSHE. We will be updating all our policy templates alongside our programme updates.

What if we need to update our PSHE/RSHE policy in Autumn 2025?

For schools already using Jigsaw PSHE: We would recommend that you delay your review cycle until the beginning of 2026, which also allows time for the DfE to confirm any further details of the indicated additional funding for training, and for other related guidance to be published and considered that may be relevant. This includes the Gender Questioning guidance that is also due this calendar year.

If your policy is due for renewal now, there are still practical approaches to help you manage this interim period without duplicating the work in 2026.

Autumn Term Actions	Why?
Get to know the 2025 RSHE Guidance	SLT, PSHE Lead, Pastoral leads and teachers will feel confident in the current content/approach and will feel ready to review and consult with the school community in Spring 2026.
Reflect on your previous policy review and plan time for 2026 process	Drawing on the strengths of your previous review process can help to make the process smoother and more relevant to pupils in 2026. Time for training, staff meetings, PSHE Lead non-contact hours – can all get booked up leaving a squeeze on resources, so building in time now will enable effective review and implementation later.
Update your current policy with a clear statement at the beginning explaining when the review will take place and why	Reassurance to internal and external stakeholders that you are aware and preparing for changes in line with statutory expectations.
Staff preparation	Invite all staff to reflect on what their training needs may be, and where they feel current content topics may need further specific adaptations/support to meet the needs of pupils in their classes as part of the review in 2026.
Inform parents/carers of why the RSHE policy review will take place in 2026	Being pro-active in communicating makes clear that you are aware of the changes and want to engage the school community on this topic in a way that is meaningful.

For schools who are new to Jigsaw: Implementing a policy during a period of change might seem daunting, but it's an opportunity to gently introduce the content in the Autumn term and build in opportunities for reflection and adaptation as you move through the first year of use. Your team will be able to spend some time getting to know the Jigsaw approach and content before finalising your policy in 2026.

Remember that:

1. The new guidance builds on current content

The updated guidance isn't revolutionary - it's evolutionary. The good practice that comes with implementing Jigsaw PSHE is relevant and valuable as you move towards any further updated content.

2. No massive surprises

Our high-quality Jigsaw PSHE programme has been keeping pace with best practice, current data, and emerging trends. Much of what's in the new guidance will feel familiar to

teachers already delivering effective PSHE. As you introduce Jigsaw this term, any new content will directly reflect the statutory guidance.

3. Ideal timing for new schools

Starting fresh means you can implement current best practice whilst preparing for the upcoming changes: you won't need to start totally afresh with concern over how to assure others of your compliance in September 2026, as you will have taken this interim time to reflect on best practice for your school.

Recommended implementation strategy for new schools

Phase 1: Foundation building (Now - Spring 2025)

Draft your template policy

- Use existing best practice frameworks to consider what you want your policy to look like and how it may link to others already in place. You can use current draft Jigsaw policy templates to inform this and share with key stakeholders for discussion as draft or just establish key principles to apply once new templates are made available.
- Build in flexibility for future adjustments

Initial community engagement

- Gather parent views on pupils' needs
- Explain the continuity in core content areas
- Emphasise that fundamental topics (puberty, relationships, health) remain stable.

Phase 2: Detailed consultation (Spring 2026)

- Use Phase 1 insights to inform comprehensive consultation
- Present draft approaches with clear rationale, drawing on support from Jigsaw PSHE which we will share during the Autumn term
- Address concerns with evidence and reassurance.

Phase 3: Implementation and review (2025-2026)

- Begin delivery of updated materials
- Build team confidence and expertise
- Gather evidence of what works in your specific context.

Phase 4: Adaptation (2026 onwards)

- Adjust policy and practice based on final guidance
- Use accumulated experience to make informed decisions
- Continue the cycle of review and improvement

Policy design framework

Core components every policy should address

Component	Key elements
Vision and values	Clear statement of educational aims, alignment with school's broader values, recognition of diverse community needs
Curriculum design	Age-appropriate progression, integration with other subjects, assessment and evaluation approaches
Safeguarding integration	Clear procedures for disclosures, staff training requirements, links to broader safeguarding policies
Community engagement	Parent consultation processes, communication strategies, feedback and review mechanisms
Resource management	Curriculum materials selection, staff development planning, quality assurance processes

Key messages that you may wish to consider for parent communication:

Continuity and stability

The core content that schools have been teaching around relationships, health, and growing up remains fundamentally the same. Updates in the 2025 guidance focuses on ensuring materials are current and relevant.

There will not be any additional content around puberty and sex education from Jigsaw PSHE - content may simply be refreshed to ensure it remains relevant and age-appropriate, and as a school we will be looking at this and making adaptations we feel are important for our pupils in this and other areas.

Individual needs

We recognise that every child develops at their own pace, and our approach allows for individual differences and needs.

Partnership approach

We see ourselves as partners with parents in helping children develop the knowledge and skills they need to stay safe and healthy.

This guidance is designed to support schools in developing robust, community-centred RSHE policies during a period of curriculum evolution. For ongoing support and resources, schools are encouraged to work in partnership with us and local authority services.