



2025 RSHE Guidance FAQ for Schools

General Information and Implementation

Why has the DfE released new RSHE Guidance?

There was always an intention to update the statutory RSHE Guidance after it was first introduced in 2019. This guidance has been updated in line with current research and data around best practice in PSHE, and data, surveys and research about the lives and needs of young people in England.

Where can I find the most up to date guidance?

The DfE's 2025 RSHE statutory guidance is available at: [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

How will this guidance make a difference to children and young people?

The updated guidance aims to provide more comprehensive, age-appropriate education that better prepares young people for modern life, relationships, and health challenges.

How long does my school have to update our content?

Schools can begin to implement aspects of the new guidance straight away but do not need to be compliant until September 2026.

Because this new guidance builds on existing expectations, schools using Jigsaw PSHE are already meeting the majority of the expectations, including many of the new ones.

We will ensure that all the Jigsaw PSHE materials are updated and compliant with the new guidance by the end of Autumn term 2025.

What happened to the consultation around draft RSHE guidance in May 2024? Is this new guidance similar to that draft?



Information about the review process and consultation can be found at [Review of the RSHE statutory guidance - GOV.UK](#). Some of the new content and expectations of the 2024 draft guidance have been brought into the new statutory guidance. However, the tone and approach of the new guidance is more positive, evidence-based and balanced and has clearly addressed many of the concerns raised during the consultation.

Does it matter what we teach between now and September 2026?

Schools should continue delivering high-quality RSHE using their current approved programmes whilst preparing and then transitioning to meet the new requirements.

Do we need to take immediate action on anything in our school in 2025?

In summary – no.

Autumn 2025: Continue with your current programme, begin familiarising yourself with the new guidance, and start planning a policy review for 2026, which we can support with. This process should be able to positively build on current systems already in place in your school for sharing your policy and collecting views, building on your current content and making adaptations to your policy to reflect any changes needed for September 2026.

Spring/Summer terms 2026: Consult with staff, pupils, governors and parents/carers on developing PSHE in your school in line with the new guidance. Use this to update your policy, identify any specific needs, identify immediate and ongoing training needs and ensure all materials and support are in place. Start implementing new content as appropriate for your school when you are ready to.

Autumn 2026: All necessary changes will be in place to ensure that you are able to continue to deliver high quality PSHE that meets the statutory expectations for RSHE.



Jigsaw Programme and Compliance

Is the current Jigsaw programme now out of date? Are we non-compliant until Jigsaw makes changes?

The current Jigsaw programme remains compliant during the transition period. Jigsaw is reviewing and updating materials to align with the new guidance.

How soon will the Jigsaw PSHE materials be updated to meet the new guidance?

Jigsaw is working to audit and update all the materials by the end of 2025. Updates will be communicated to schools as they become available, along with information about further training and support. More information on this process will be available in September 2025, starting with additional webinars that you can register for here:

Primary RSHE changes: what it means for your school

Tuesday 9 September 2025 at 3.45pm

[REGISTER >>](#)

Secondary RSHE changes: what it means for your school

Wednesday 10 September at 4pm

[REGISTER >>](#)

RSHE changes explained for Governors

Thursday 25 September at 5.30pm

[REGISTER >>](#)

How long will we have to review the updated Jigsaw PSHE materials for our school before we use them in the classroom?

Schools will be given adequate time to review updated materials before implementation. Specific timelines will be provided as updates are released; we are currently in the initial stages of checking exactly what needs changing so that we can give have a clear timeline for you in September,



Curriculum Content and Planning

How will we fit in the extra content into our allocated curriculum time?

We are in the process of reviewing our programmes in the light of these changes and will ensure that the content fits within the existing programme requirements.

Schools should review their current RSHE allocation and ensure that sufficient time is set aside for effective teaching and learning to take place. Jigsaw recommends 45 minutes a week for Key Stage 1 and 60 minutes a week for Key Stages 2-4. This is so that time for meaningful discussion, reflection and exploration of topics can take place rather than focussing purely on the knowledge-based aspects of PSHE. This more considered approach is an expectation in the new 2025 RSHE Guidance, as it is identified in several places, such as in paragraph 50:

“Effective, high-quality teaching will break down core knowledge and skills into manageable and well sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations.”

What will be taken out of the Jigsaw materials?

Specific changes to Jigsaw materials will be communicated as the review process progresses, ensuring schools are informed of any content modifications. We are not aware of any content that needs to be removed due to being in conflict with the new guidance, but in order to fit additional topics in, we may need to make further adaptations to our spiral curriculum, and may remove some content or embed it in different ways within wider lessons.

What will happen to our edited slides on the portal when Jigsaw makes changes?

Guidance on managing customised materials during the update process will be provided well in advance of any changes – we will bring you further information on this from September 2025.



Is there any content we should be taking out of our planning straight away?

There is no content in the Jigsaw PSHE programme that goes against the new 2025 RSHE Guidance, and the new guidance also allows for flexibility for schools dependent on the needs of the school community.

For example, in primary schools the 2025 guidance recommends that schools delivering sex education deliver this in Yr5 or Yr6, but also allows for schools to teach this earlier if they feel it is appropriate. Jigsaw PSHE 3-11 has a choice of lessons in Yr4 so that schools can teach sex education in this year group, and will have already made a decision about which approach to take which will be reflected in the agreed school policy. Over the course of the 2025/2026 academic year, Jigsaw PSHE will revisit this content and share any updates so that your school can also revisit this as a natural part of policy review, with plenty of time to make any decisions about changes in advance of September 2026 to ensure the content continues to meet the needs of pupils in your school.

We advise that you continue with your current planning in line with your agreed school policy, until you have had time to reflect on any changes, update your policy where necessary, and ensure that changes build on good practice in your school. **Jigsaw will support you with updates and training in this transition period.**

What does the guidance say about LGBT?

The 2025 guidance includes updated requirements for inclusive education about different types of families and relationships, presented in an age-appropriate manner, in primary and in secondary schools. **Remember, that the secondary content is clearly expected to build on the primary content**, so messages in the primary materials should also be carried through and built upon in secondary, such as in paragraph 27 for primary where it is stated that:

“pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.”

There is a clear message about including same-sex parents when teaching about different families in primary schools (para 68):



“We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.”

This sets the specific content in the primary Relationships content for ‘Families and people who care for me’ in context where it says that children should be taught:

“3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.”

There is not an expectation or suggestion to specifically teach about all of the Protected Characteristics in Primary school, but the section on Equality on page 36 reminds all schools of the need to comply with the Equality Act 2010 and the need to teach all topics in a way that does not discriminate against pupils.

The specific section on LGBT content then states (para 67):

“As above, pupils should understand the importance of equality and respect throughout their education. They should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.”

There is a clear expectation for secondary schools that teaching should be inclusive throughout to pupils who are lesbian, gay, bisexual and/or gender questioning (para 68):

“At secondary school, there should be an equal opportunity to explore the features of stable and healthy same-sex relationships, and secondary schools should ensure that this content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson. Schools should ensure that they cover all the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.”

We have heard that we can/cannot teach about gender questioning and gender reassignment? What does the guidance tell us?



There is no explicit reference or responsibility for primary schools regarding this in the 2025 guidance.

It does have some explanation about what pupils should be taught in secondary schools about biological sex and gender reassignment (paras 69 – 72), with some specific examples to be 'mindful': *“that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact.”*

It is important to note that we are awaiting the final Gender Questioning Guidance from the DfE, which is referred to in the appendix of the guidance, as well as in the recent KCSIE for 2025. We are expecting that this will help to clarify the vocabulary and expectations for schools around this topic in schools and will use this to inform our updates to Jigsaw PSHE.

Are there age restrictions on any topics?

No, but the guidance specifies age-appropriate content for primary and secondary and suggests how teachers may need to be flexible according to the needs of pupils.

People are saying this guidance is all about tackling misogyny – is it?

Whilst addressing respectful relationships and challenging harmful attitudes is part of the guidance, it covers a broad range of health and relationship education topics.

Policy and Parental Engagement

Our RSHE policy is due to be reviewed in October 2025 – what should we do?

Plan to start your scheduled review, but you may wish to postpone discussion on the detail of what is to be taught depending on the timeline that we will share in September 2025. You may wish to wait until we have updated the teaching materials and mapping documents to enable you to fully evaluate adaptations for your school community.

Will you be updating the Jigsaw policy template?

Yes, Jigsaw will update policy templates to reflect the new guidance requirements.

How do we tell parents what has changed?

The Department for Education has provided guidance for parents: [New RSHE guidance: what parents need to know – The Education Hub](#)



Age-Specific Questions

3-11 Years

Will the materials for 3-5 years be updated too in line with this new guidance?

No. This guidance is for KS1-4. However, we will continue to review our Early Years materials as part of our ongoing annual review cycle, and whenever new EYFS guidance is released.

What does it say about sex education?

The guidance is still that sex education is not compulsory in primary schools, but recommends that schools teach this in Yr5 or Yr6. There are additional expectations for schools to support parents with talking to their children about sex education, and Jigsaw PSHE will be developing materials to help you with this.

11-16 Years

When will the booklets be updated?

Secondary resources, including booklets, will be updated in line with the overall programme review timeline.

Has the sex education approach changed?

Yes and no. The parental right to withdraw remains to the same age, but in some very specific circumstances head teachers may be able to override this, and there is some additional explanation on how schools should work with parents who wish to withdraw their children from sex education content.

There are some very sensitive new topics – how will we manage these?

The DfE Guidance recognises the sensitive nature of many of the new topics for secondary, and that there will be a need for specialist support at times (for example for schools choosing to include content on self-harm and suicide prevention). We are awaiting further details about additional funding for training and will ensure that we



liaise with specialist experts where necessary when looking at some of these topics, as we do with all our content where necessary.

Training and Professional Development

How do we access training?

Training opportunities will be made available through various channels. Jigsaw schools will receive information in due course about training specific to the updated programme.

Will there be support for staff training?

Yes, support for staff training will be provided to help schools implement the new guidance effectively. Please get in contact with becky.peckham@jigsaweducationgroup.com if you would like to find out more about the bespoke training that we can offer schools.

When is the Gender Questioning guidance coming out?

We are expecting the Gender Questioning guidance in the summer 2025, but as yet have no date for this.

This FAQ will be updated as more information becomes available about the 2025 RSHE guidance implementation.

If you have any more questions that haven't been answered here, please contact schoolsupport@jigsaweducationgroup.com