



# **WESTFIELD PRIMARY SCHOOL AND NURSERY RSE Policy**

**Date ratified: September 2022  
Ratified by: FULL GOVERNING BODY  
Date to be reviewed: September 2025**

This policy has been created in consultation with staff, parents and governors.

### **Purpose**

The purpose of this policy is to outline our practice in relation to the delivery of Relationship and Sex Education (RSE) at Westfield Primary School and Nursery. To deliver a programme of work which meets the DfE guidance 2020 statutory requirements, this will be achieved through the meeting of the following aims and objectives:

### **Aims**

The aims of Relationship and Sex Education (RSE) at our school are to:

- Provide an inclusive framework in which age appropriate and sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of their body, its development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **The RSE Curriculum**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum

Across all Key Stages, pupils will be supported with developing the following skills across a comprehensive PSHE curriculum:

- Responsibility
- Celebrating difference, including anti-bullying
- Recognising and developing a healthy lifestyle
- Relationships, including respect and empathy for others
- Changes, including: self-respect, communication and how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Seeking help and support when required, including knowing where to go
- Informed decision-making
- Discussion

### **Definition of Relationships education:**

Relationships education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This is taught under the following sub-headings:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

*Refer to appendix A for further detail on the specific content.*

### **Definition of Health education:**

Health education is teaching the characteristics of good physical health and mental wellbeing; teaching that mental wellbeing is a normal part of daily life, in the same way as physical health. This is taught under the following sub-headings:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

*Refer to appendix B for further detail on the specific content.*

### **Definition of Sex education:**

The Department of education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born

### **How will RSE be taught?**

At Westfield our teaching of the RSE curriculum will be delivered using the Jigsaw programme. Jigsaw, a mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. Trained members of staff will be responsible for the delivery of the RSE curriculum.

*Specific subject content can be found in Appendix A, B and C.*

### **How is RSE monitored and evaluated?**

Children's development in RSE is monitored by class teachers as part of our internal assessment systems. The PSHE curriculum will be reviewed by the SLT and subject leaders through observations, learning walks and pupil voice.

### **Parent partnership:**

Parents are informed about the content of RSE through the RSE policy and appendices (found on the school website) and annual information sessions.

All children will take part in the Relationships and Health education aspects of the RSE curriculum. This forms part of their statutory education as outlined by the DfE. Any sex

education topic covered in the science curriculum is compulsory. However, parents' do have the right to withdraw their children from the non-statutory components of sex education.

These are:

- Year 4 - Having a baby
- Year 5 - Conception
- Year 6 - Conception to birth

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Alternative provision will be made at school for children who have been withdrawn from RSE.

### **Children with Special Educational Needs and Disabilities:**

Jigsaw is written as a universal core curriculum provision for all children with inclusivity as part of its philosophy. Where differentiation is required, teaching staff will tailor each Piece to meet the needs of the children in their class.

### **Equal opportunities:**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

*See Appendix D for the Equality Act 2010*

*See Appendix E: DfE relationships Education, relationships and sex education and health education guidance*

## Appendix A: Relationship Education content

|  | Pupils should know...  | How Jigsaw provides the solution   |
|--|--|--|
| <p><b>Families and people who care for me</b></p> <p><i>Families of many forms provide a nurturing environment for children, including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers.</i></p> | <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, 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.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul> |

|                             |   |  |
|-----------------------------|---|--|
| <b>Online relationships</b> | <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |
| <b>Being safe</b>           | <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>□ Relationships</li> </ul>  |
|                             | <p>always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.</p> <p>□</p>                                       | <ul style="list-style-type: none"> <li>□ Changing Me</li> <li>□ Celebrating Difference</li> </ul>  |

## Appendix B: Physical health and mental well-being Education Content:

|                         | Pupils should know  | How Jigsaw provides the solution   |
|-------------------------|---|--|
| <b>Mental wellbeing</b> | <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

|                                  |  |   |
|----------------------------------|--|---|
| <b>Internet safety and harms</b> | <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul> |
|----------------------------------|--|---|

|                                    |   |  |
|------------------------------------|---|--|
|                                    | <ul style="list-style-type: none"> <li>□ why social media, some computer games and online gaming, for example, are age restricted.</li> <li>□ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>□ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>□ where and how to report concerns and get support with issues online.</li> </ul> |  |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>□ the characteristics and mental and physical benefits of an active lifestyle.</li> <li>□ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>□ the risks associated with an inactive lifestyle (including obesity).</li> <li>□ how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                         | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>□ Healthy Me</li> </ul> |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>□ what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>□ Healthy Me</li> </ul> |



|                                   |  |   |
|-----------------------------------|--|---|
| <b>Drugs, alcohol and tobacco</b> | <ul style="list-style-type: none"> <li>□ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>□ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>□ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>□ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>□ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>□ the facts and science relating to immunisation and vaccination</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>□ Healthy Me</p>               |
| <b>Basic first aid</b>            | <ul style="list-style-type: none"> <li>□ how to make a clear and efficient call to emergency services if necessary.</li> <li>□ concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>□ Healthy Me</p>               |
| <b>Changing adolescent body</b>   | <ul style="list-style-type: none"> <li>□ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>□ about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>□ Changing Me □ Healthy Me</p> |

**Appendix C:**

Jigsaw: Parent and Carer guidance on RSE

**Appendix D:**

*Information on the Equality Act 2010* can be found [here](#).

**Appendix E:**

DfE relationships Education, relationships and sex education and health education guidance can be found [here](#).

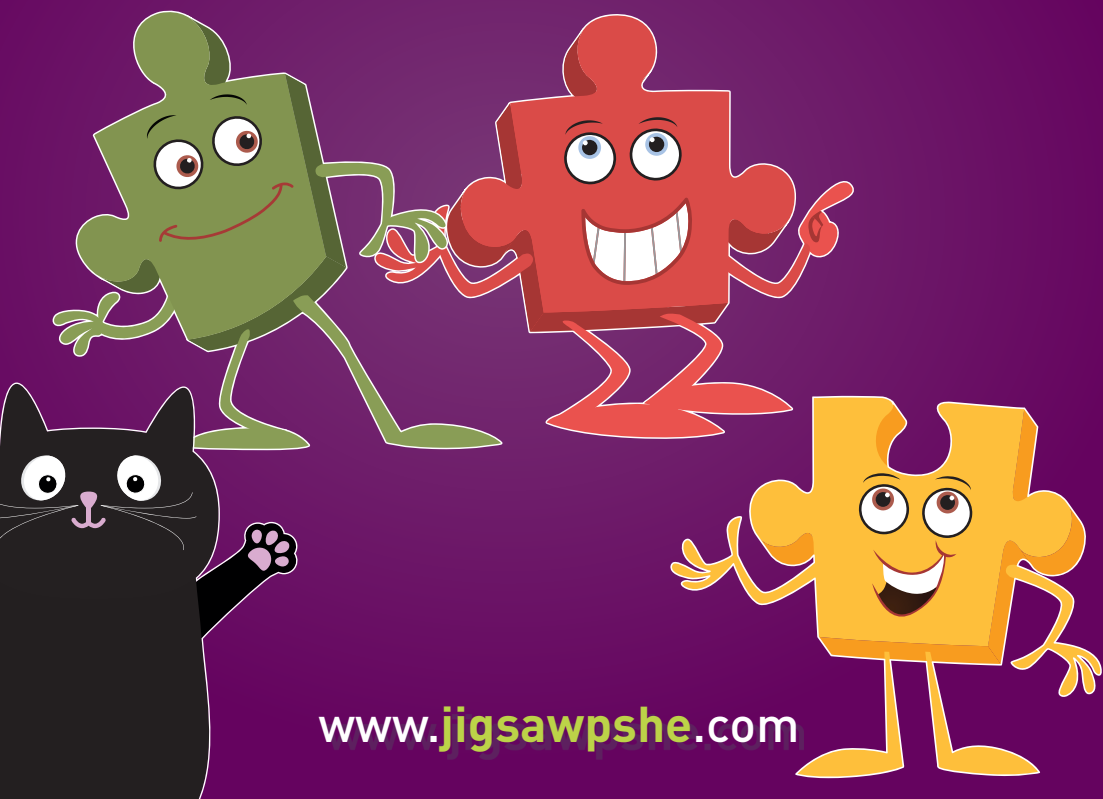


The mindful approach to PSHE

**Relationships Education,  
Health Education and Sex Education  
in the Primary School**

**How does Jigsaw, the mindful approach to PSHE  
(ages 3-11) approach these subjects?**

Information for parents and carers



[www.jigsawpshe.com](http://www.jigsawpshe.com)

**Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education)** is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

We, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and schools must fulfil their statutory duties.

## **What are the aims of Relationships Education, Sex Education and Health Education in the primary school?**

The opening paragraph of the Department for Education guidance states:

**"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."**

*(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)*

## **What must primary schools teach in Relationships Education, Health Education and Sex Education?**

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

### **Relationships Education**

Families and people who care for me

Caring Friendships

Respectful Relationships

Online Relationships

Being safe

### **Health Education**

Mental wellbeing

Internet safety and harms

Physical health and fitness

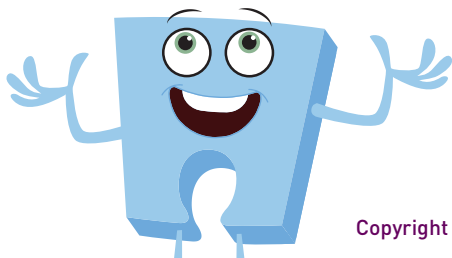
Healthy Eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

### **Changing adolescent body**



This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The **National Curriculum for Science** (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.

It is up to primary schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science.

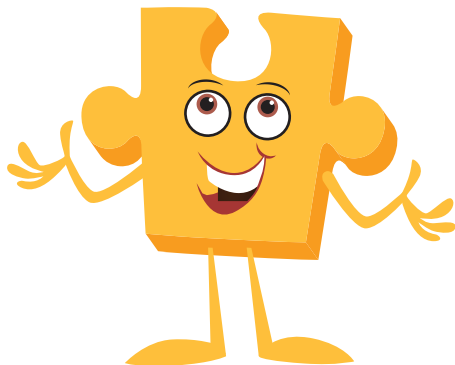
If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The school will share its position on teaching Sex Education with parents/carers through its policy, and if relevant will make clear which lessons they can request their child is withdrawn from, i.e. which lessons constitute this additional Sex Education, if any.

The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. Schools using Jigsaw decide on whether to use these lessons in their RSHE Programme, to cover this subject matter in NC Science or not to include them for their children, and this will be reflected in the policy.

At Jigsaw, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.



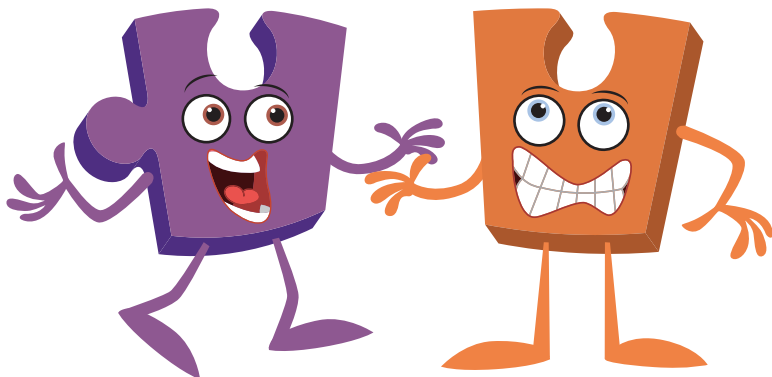
## Why is this RSHE curriculum needed?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”. This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

## If you have any questions...

- Talk to your child’s teacher, the head teacher, or the teacher in charge of PSHE. Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child’s lifelong learning and safeguarding.



## What about LGBT+ issues?

There has been much mis-information in the media about how LGBT+ issues are to be taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this. Your child's school can make this available to you on request.

Jigsaw firmly stands by its position that EVERY child is valued and special.

## More about Jigsaw, the mindful approach to PSHE

**Jigsaw PSHE** is a comprehensive and completely original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six Puzzles (units):

Being me in My World

Celebrating Difference

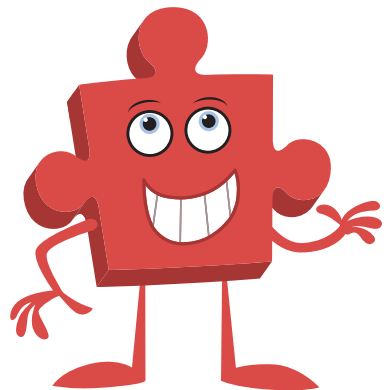
Dreams and Goals

Healthy Me

Relationships

Changing Me,

each with six lessons.



These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.

## What will my child actually be taught about puberty and human reproduction?

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

The Changing Me Puzzle is all about coping positively with change and includes:

**Ages 3-5** Growing up: how we have changed since we were babies.

**Ages 5-6** Boys' and girls' bodies; correct names for body parts.

**Ages 6-7** Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

**Ages 7-8** How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

**Ages 8-9** Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

**Ages 9-10** Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

**Ages 10-11** Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.





## How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

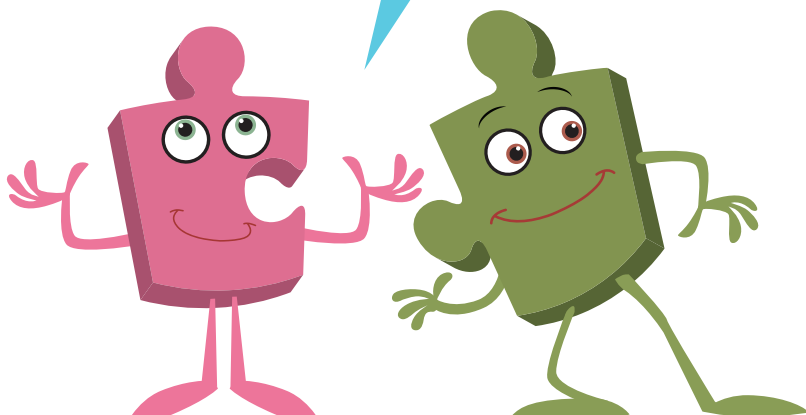
- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

### Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.

- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school. We may feel that they know too much, when actually ignorance is the enemy of innocence.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

We hope you found this information helpful. If you would like to know more about Jigsaw PSHE ask your child's school or visit the Jigsaw website [www.jigsawpshe.com](http://www.jigsawpshe.com)



[www.jigsawpshe.com](http://www.jigsawpshe.com)

+44 (0)1202 377192