



**Relationships Education, Relationships and Sex  
Education and Physical Health and Mental  
Well-Being Policy**

<b>Date</b>	<b>Reviewed By:</b>	<b>Role</b>	<b>Date approved/received by the Governing Board</b>
September 2021	K Daley J Griffiths C Peace	Headteacher Deputy Headteacher PHSE Leader	Autumn 2021
September 2022	K Hall J Griffiths	Director of Education Deputy Headteacher	Autumn 2022
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## **1 Introduction**

1:1 Priory Primary School strongly believes that to create a happy and successful adult life, children and young adults need the knowledge and confidence to be able to make informed decisions about their health and wellbeing, relationships, living in the wider world and to be able to build their self-efficacy. This will enable them to make sound decisions when facing risks, challenges and complex situations.

1:2 The aim of this policy is to set out our intentions as a school with respect to how we will accomplish this and how we will support our learners to be resilient, know how and when to ask for help and know how to access a variety of support services. This policy sets out what how we will support, nurture and educate all of the children in our care. Priory Primary School believe that a strong, consistent approach to the teaching of the RSHE Curriculum will enable us to do this.

1:3 **Relationships and Sex Education (RSE)** is about giving the children the information they need to develop healthy, nurturing and safe relationships. This is applicable to all relationships, not just those of an intimate nature.

1:4 **Health Education** is about providing pupils with the information and the tools they need to make well-informed choices about their own health and wellbeing. At Priory we understand that all areas of the curriculum contribute to our health and wellbeing. This includes physical and mental health along with online safety.

1:5 Priory Primary School has a responsibility under the **Equality Act 2010** to ensure that the best for all pupils is provided, irrespective of their disability, educational need, race, nationality, sex, gender identity and religion.

1:6 Priory Primary School is aware of the need to be respectful to the variety of faith and cultural beliefs within our community. Every attempt will be made to handle learning in a sensitive, respectful and appropriate manner while still ensuring that all children have the learning they need to be safe, healthy and understand their rights as individuals.

1:7a As part of our responsibility to inform all stakeholders our policy will have been shared with parents, staff and Governors. This is ensure that it is fair and reflective of the needs of our community and that all stakeholders know what our policy and RSHE curriculum looks like. This provides the opportunity for clarification, any questions, further support and feedback if needed.

1:7b In line with the Department for Education's statutory guidance (July 2025), this RSHE policy is published on the school website and is freely available to any individual upon request. Parents and carers can access the full RSHE curriculum overview, including Jigsaw units and vocabulary lists, via the school's RSHE webpage. Printed copies are available from the school office.

1:8 The curriculum we provide will be monitored and feedback from pupils, staff and parents will inform any amendments that may be needed.

1:9 The policy will be reviewed annually by the PSHE Lead and SLT. Any previous feedback will be acted upon. Staff and parents will be informed of any significant changes. Staff and parents will be able to contribute to any significant amendment.

1:10a This policy has been produced in light of the new Statutory guidance for the implementation of the RSHE curriculum. It will be monitored and amended accordingly with new statutory requirements and the needs of the school. The guidance that informs this policy is statutory from September 2020 and informs this policy. The guidance is reviewed very three years.

1:10b This policy is aligned with the Department for Education's statutory guidance published in July 2025, which comes into effect from September 2026. All updates and curriculum planning reflect the latest national requirements for Relationships, Sex and Health Education.

1:11 The Headteacher is responsible for approving this policy.

1:12 Priory Primary School is a large three form entry Primary School based in the heart of the Dudley borough. Within our school there is a diverse range of nationalities and religions. The aim of this policy is support staff in delivering a curriculum that is diverse, rich and engaging, while following statutory guidelines. The opinions and needs of our community are ones that will be listened to and acted upon as the curriculum is taught and reviewed.

## **2 Aims and Objectives**

2:1 RSHE, within our Jigsaw P.S.H.E curriculum will help our pupils to live confident, happy and healthy lives. This will be taught from Reception all the way through to Year 6 using the Jigsaw programme of study. This will be supplemented with objectives from The PSHE Association.

2:2a Effective RSHE is an essential part of the school curriculum. Through the delivery of high quality, age appropriate RSHE, Priory aims to teach pupils the importance of health, hygiene and relationships, focussing on family friends, in all contexts, including online. This will enable young people to make responsible and well informed choices through their physical, emotional, and moral development.

2:2b The RSHE curriculum at Priory Primary School is carefully sequenced to ensure that pupils are prepared for key experiences before they occur, particularly in relation to their transition to secondary education. Each year builds upon the previous year's learning, allowing pupils to develop a deeper understanding of relationships, health, and personal development in an age-appropriate manner. This sequencing reflects the principle of 'prevention before harm' as outlined in the July 2025 DfE guidance, ensuring that pupils are equipped with the knowledge and skills they need to navigate challenges confidently and safely.

2:3 We aim to develop pupils' personal attributes including kindness, integrity, generosity, and honesty through the promotion of our school values. By the end of their education with us the school hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences in later life.

2:4 Appendix 1 sets out the content overview that will be taught through PHSE across the school. 2:5 Appendix 2 sets out the sex and relationship education coverage linked to the 'Changing Me'.

2:6 Appendix 3 sets out the expectations for the end of primary school in the area of relationship education.

2:7 Appendix 3 sets out the expectations for the end of primary school in the area of health education.

## **3. Roles and Responsibilities**

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the School and Trust community are set out in detail below.

### **3: 1 The Chief Executive Officer**

The CEO will ensure that RSE, Relationships and Health Education is taught consistently across the schools within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver RSE.

### **3:2 Local Governing Committee**

The Local Governing Committee at Priory will review and monitor the application and implementation of this policy by receiving regular reports from the Headteacher on educational outcomes. Local governors will review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The Local Governing Committee will annually report its findings to the Board of Trustees.

### **3:3 Headteacher**

The Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSHE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation.

The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding RSE, Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from nonstatutory, non-science components of RSE.

### **3:4 Staff**

3:4a Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager. Teachers are primarily responsible for teaching RSHE in each year. All staff have a duty of care to ensure that they are up to date with the requirements with some support staff, whom may cover lessons, prepared to teach RSHE

3:4b To ensure high-quality delivery of RSHE, all teaching staff participate in ongoing CPD, including training provided by the Jigsaw programme. RSHE is taught within the Jigsaw framework, which offers structured, age-appropriate content across all year groups. Staff are supported to develop confidence and expertise in delivering sensitive topics effectively. When external providers are used, they are vetted to ensure their content is age-appropriate, aligns with the RSHE curriculum, and meets safeguarding standards, in accordance with the July 2025 DfE statutory guidance.

### **3:5 Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The school hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

### **3:6 Pupils**

Pupils are expected to take RSE, Relationships and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules

and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the school's behaviour policy.

#### **4. Definition of Relationships Education.**

4:1 Relationships and Health Education is now a compulsory part of the curriculum. **Children will not be permitted to be withdrawn from this aspect of the curriculum.** This is a statutory requirement from September 2020. This means that all children will be required to be taught it. The focus at Priory is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family, and relationships with other children and adults. For example, we will follow the Jigsaw unit 5, Relationships. These run successively from Years 1-6 and build upon the previous years learning. Nursery and Reception years will also follow their own Jigsaw units. There will also be links to objectives from The PSHE Association.

4:2a Under **The Equality Act and Schools 2010**, we have a duty of care to ensure that we do not discriminate against any of the protected characteristics (**outlined on pages, 6, 8, 12 of The Equality Act 2010 and Schools documentation**). We have a duty of care to ensure that we do not discriminate against any of the protected characteristics. We understand that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment. Families can include (and are not restricted to) single parents, LGBT, families headed by Grandparents, adoptive parents, foster carers, step parents and looked after children. Care needs to be taken that there is no stigmatisation of children based upon their circumstances and needs.

4:2b In line with the July 2025 DfE statutory guidance, our RSHE curriculum positively represents diverse family structures, including but not limited to single-parent families, same-sex parents, kinship carers, foster families, adoptive families, and young carers. Teaching is delivered in a way that avoids stereotypes and stigma, ensuring that all pupils feel seen, respected, and valued regardless of their family background or personal circumstances.

4:3 Through Relationships Education (and RSE) children will be equipped with the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Children will be taught this within the remit of boundaries and privacy. Children will understand that they have a right over their own bodies. Pupils will feel confident to seek advice when they know or feel that something is wrong. They will be taught the importance of truthfulness, honesty, permission seeking and giving. From the start of school, pupils are taught how to take turns and treat others with kindness and respect.

4:4 The teaching of relationships (and their positivity) also apply online. More and more children have access to the Internet during Primary School and will be confident and able users by the time they leave Year 6. Staff will address online safety and appropriate behaviour in a way that is relevant and appropriate. Children will be aware of how data can be shared on sites that they use. Information on CEOP and the school ICT Policy. School subject policies will be read and used in conjunction with this policy to support delivery.

#### **5 Definition of Relationships and Sex Education.**

5:1 **Relationships and Sex Education (RSE)** is about giving the children the information they need to develop healthy, nurturing and safe relationships. This is applicable to all relationships, not just those of an intimate nature.

5:2 Any part of The Sex Education curriculum that is statutory (Detailed in, and a requirement of the Science National Curriculum) **children will not be permitted to be withdrawn. See section 13 for further information.**

5:3 RSE is lifelong learning about physical, sexual, moral and emotional development. While Sex Education is not a compulsory requirement at Primary School, (Unless part of the Statutory National Curriculum for Science) it is recommended here at Priory. Children are exposed more and more to

external influences, (online, media and peers and families). We believe that having the knowledge about their bodies and being confident in this is extremely important in the transition between Year 6 and the start of Secondary School.

5:4a From a safeguarding perspective, our Jigsaw Program has a tailored, age-appropriate program that is taught with regard to our pupils physical and emotional maturity. It ensures that children know their bodies and the correct terminology. It is a strong belief that children should be taught age appropriate objectives and be taught the correct anatomical names for their body parts. (See attached vocabulary list). It ensures that children are prepared for the changes their body will go through up to and including adolescence. It also draws upon scientific knowledge of how a baby is conceived. It ensures that children are knowledgeable about their bodies and know how to stay safe.

5:4b In accordance with the July 2025 DfE statutory guidance, pupils are taught the correct anatomical vocabulary to support safeguarding and ensure clarity in communication. This includes terms such as penis, vulva, vagina, testicles, nipples, and scrotum. Teaching these terms is essential for helping children understand their bodies, recognise inappropriate behaviour, and report concerns accurately. These terms are introduced in an age-appropriate manner and revisited throughout the RSHE curriculum. The full vocabulary list is also available in Appendix 5.

5:5 Children are taught to understand human sexuality and to respect themselves and others. They will understand the reasons for delaying sexual activity so that they can develop fulfilling and healthy sexual relationships. The Jigsaw unit 'Changing Me' will provide learning and experiences that link to RSE

5.6 The list of vocabulary that will be used in the Jigsaw units, in each year group can be found in Appendix 5

## **6 Definition of Health Education (Physical and Mental Wellbeing).**

6:1 Health Education teaches pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences. Health Education should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they behave is appropriate and proportionate for the situations that they experience.

6:2 Teachers will talk about the steps pupils can take to protect and support their own and other's 'health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Physical health and mental wellbeing are interlinked and it is important that pupils that good physical health contributes to good mental wellbeing, and vice versa.

6:3 The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

6:4 The teaching of Health Education must include the following;

- 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

6:5 The health element of the guidance also links to other areas of the curriculum. Alongside Jigsaw our healthy eating policy, Science policy, PE Policy and ICT policy all have vital roles to play.

## **7 Teaching and Learning and the delivery of RSHE**

7:1 At Priory, all of our curriculum maps and knowledge organisers are on our website for you to view.

7:2 This policy can be read alongside our ICT and Science Policy. This outlines the outcomes and expectations in those subject areas. There are other policies and school policies that staff will be aware of, such as **Keeping Children Safe in Education** which will be vital to have read.

7:3a All areas of our curriculum aim to link, be revisited, and make learning meaningful for all children.

7:3b RSHE at Priory Primary School is embedded within a whole-school approach to wellbeing. It complements and reinforces our behaviour policy, pastoral care systems, and safeguarding procedures. RSHE lessons promote respectful relationships, emotional literacy, and resilience, which support positive behaviour and pupil wellbeing. The curriculum is informed by safeguarding trends identified through CPOMs and pastoral monitoring, ensuring that RSHE responds to the evolving needs of our pupils. This integrated approach helps create a safe, inclusive, and supportive school environment.

7:4 At Priory, we choose to teach the sex education element of the RSE curriculum. Although we know that this is not a statutory requirement we feel it is vital to our children's development and is recommended by The Department For Education.

7:5 The main unit in the Jigsaw program that looks at the human body and how our body changes is Unit 5, Changing Me. The objectives are age appropriate and are built upon from the previous year.

**Year 1 - Changing Me** – Animal and Human Lifecycles, Changing Me, Boy's and Girl's Bodies, Learning and Growing, , Coping With Change.

**Year 2 - Changing Me** – Life Cycles in Nature, Growing From Young to Old, The Changing Me, Boy's and Girl's Bodies, Assertiveness, Looking Ahead.

**Year 3 – Changing Me** – How Babies Grow, Babies, Outside Body Changes, Inside Body Changes, Family Stereotypes, Looking Ahead.

**Year 4 – Changing Me** – Unique Me, Having a Baby, Girls and Puberty, Circles of Change, Accepting Change, Looking Ahead.

**Year 5 – Changing Me** - Self and Body Image, Puberty for Girls, Puberty for Boys, Conception, Looking Ahead, Looking Ahead to Year 6.

**Year 6 – Changing Me** – My Self Image, Puberty, Girl Talk / Boy Talk (in gender specific groups), Babies, Conception to Birth, Attraction, Transition to Secondary School.

## **8 Delivery of The Curriculum.**

8:1 There will a requirement that PSHE/RSHE is taught for at least one 35 -45 minute session per week. Work will be recorded in books, when appropriate. Children will need to be prepared to talk about their learning, should they be asked. There will be times when there are external agencies and activities that are appropriate to learning objectives. At times, there will be times when issues arise and need discussion. This will be done as and when this happens. **The units that link to the RSHE curriculum are Jigsaw Unit 4 Healthy Me, Unit 5 Relationships and Unit 6.**

## **9 Monitoring and Assessment.**

9:1 Pupil's knowledge will be assessed through the work that they produce in their books. This will include discussion, quizzes, written and verbal responses.

9:2 Each half term, three year groups will be monitored. This will include looking at books and speaking to pupils.

9:3 The policy and curriculum will be evaluated on a yearly basis.

### **10 Meeting The Needs of All Children.**

10:1 Meeting the objectives set out in the scheme of work will require a graduated and differentiated approach. Children may be of the same age chronologically, but developmentally at different stages, leading to different types of questions and learning behaviours.

10:2 Teaching methods will take account of this across each year group. High quality teaching that is differentiated will be the starting point for all children.

### **11 Managing Difficult Conversations**

11.1 Primary School aged children may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out in our Curriculum. Questions do not have to be answered directly and can be addressed later, individually. Teachers must use their skill, professional judgement and discretion in these situations. They may seek advice from their colleagues.

11.2 Staff may seek advice from the school nurse or SLT if they are ever unsure. All staff will use their knowledge and understanding of the children, our curriculum and statutory guidelines in order to answer questions and facilitate discussions appropriately.

11:3 Contraception and HIV/AIDS do not form part of the R.S.E curriculum but when specific questions may arise, staff will seek advice. Staff will also speak to parents in a professional manner.

### **12 Parental Consultation**

12:1 Parents will be shown the policy and expectation of the new curriculum. This will be done via video link and put on the school website, alongside the relevant documentation. Parents will be notified of this and any other changes. The video will remain available, alongside the relevant documentation on the website so it is always accessible.

12:2 Documentation will be available on the school website for parents to view.

12:3 Parents will also be consulted about the Spring Term Unit 'Changing Me'. This will offer parents the support they may need to talk about the various aspects. Teaching will take into account the developmental differences of children.

12:4 To ensure meaningful engagement with both pupils and parents, the school gathers pupil voice through regular class discussions, feedback forms, and age-appropriate surveys. This feedback is used to inform curriculum updates and ensure content remains relevant and responsive to pupil needs. Parents are engaged through termly pulse surveys and invited to attend RSHE workshops that provide insight into curriculum content and delivery. A dedicated RSHE section on the school website provides access to policy documents, curriculum overviews, and vocabulary lists, ensuring transparency and ongoing dialogue with families.

### **13: The Right to Withdraw**

13:1 The role of families in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. The school curriculum and the support from home should work hand in hand to educate and prepare children for their future.

13:2 **The Relationships, Health and Sex Education regulations 2019, made under sections 34 and 35 of the children and Social Work Act 2017 make Relationships and Health Education compulsory of all Primary School Children.**

13:3 The sex education element is **NOT** compulsory at Primary School level but is **recommended** by The Department for Education. Priory Primary School hope that parents will feel comfortable and confident and understand the importance of the education outlined in this policy.

13:4 Parents of children in primary school have the right to withdraw their child from all or part of our sex education curriculum.

13:5 Withdrawal will **NOT** be permitted from Relationships or Health Education or the elements on human reproduction, or elements that fall under the National Curriculum for Science.

13:6 Before withdrawing or making a request, parents are encouraged to think about and carefully consider their decision. Sex education is a vital part of the school curriculum. It supports child development and helps children to know about their bodies and the changes they will go through in a safe manner. It keeps them safe. The Headteacher will discuss the concerns of the parents and what possibilities might be available. A request, in writing must be made to the Headteacher

13:7 If the pupil is withdrawn then they will receive appropriate, purposeful education during withdrawal.

13:8 If a parent wishes a child to reverse their decision and allow their child to partake, this also needs to be put into writing.

#### **14 Safeguarding, reports of abuse and confidentiality.**

14:1a At the heart of this policy and all that we do at Priory, the safety of our children is paramount. Schools and the education they provide can play an important role in preventative education, equipping the children with the confidence and knowledge on how to report concerns. **Keeping Children Safe in Education 2021**, sets out what schools and colleges need to do to keep children safe.

14:1b As part of Relationships Education, pupils are explicitly taught about abuse prevention, personal boundaries, and the importance of seeking help when something feels wrong. This includes understanding concepts such as privacy, consent, and bodily autonomy. These topics are delivered in an age-appropriate and sensitive manner, without describing sexual activity, in line with the July 2025 DfE statutory guidance.

14:2 As part of the curriculum, children need to be able to discuss sensitive issues. We encourage honesty as part of this. All conversations will be investigated if they raise a concern. Staff know how to maintain the appropriate level of confidentiality. Children will understand how confidentiality is handled and what might happen if they make a report. 14:3 Any report or concern will be reported via CPOMs.

14:4 A fortnightly meeting will be held with the Deputy DSL to identify any issues that may arise on **CPOMs** that can be addressed through P.S.H.E / RSHE This will identify any key / recurring issues within school. This will help to identify the particular needs of the school.

# Appendix 1 – Jigsaw PHSE Content Overview

## Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friends</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthier eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARTT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>
<b>Ages 11-12 (Scotland)</b>	<ul style="list-style-type: none"> <li>Personal identity</li> <li>What influences personal identity</li> <li>Identify personal strengths</li> <li>How do others see me?</li> <li>Group identity</li> <li>My growing sense of personal identity and independence</li> <li>Online and global identity</li> <li>Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Prejudice and discrimination</li> <li>My values and those of others</li> <li>Challenging stereotypes</li> <li>Discrimination in school</li> <li>How prejudice and discrimination fuels bullying</li> <li>Being inclusive</li> </ul>	<ul style="list-style-type: none"> <li>What are my dreams and goals?</li> <li>Steps to success</li> <li>Coping when things don't go to plan</li> <li>Rewarding my dreams</li> <li>Intrinsic and extrinsic motivation</li> <li>Keeping my dreams alive</li> <li>How dreams and goals change in response to life</li> </ul>	<ul style="list-style-type: none"> <li>Healthy choices about my emotional health</li> <li>Managing stress</li> <li>Managing my choices around substances</li> <li>Managing my nutritional choices</li> <li>Medicines and immunisation</li> <li>Healthy choices about physical activity and rest/sleep</li> </ul>	<ul style="list-style-type: none"> <li>My changing web of friendships</li> <li>Support I need now and in the future</li> <li>Developing positive relationships</li> <li>What external factors affect relationships, e.g. media influences?</li> <li>Assertiveness in relationships</li> <li>The changing role of families</li> </ul>	<ul style="list-style-type: none"> <li>My changing body and feelings</li> <li>What is self-image?</li> <li>Coping during times of change</li> <li>My changing ways of thinking</li> <li>Managing my changes in mood</li> <li>Moving forwards into my next year of education</li> </ul>

## Appendix 2 – Jigsaw Sex and Relationship Education Content



**Jigsaw SRE Content** The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle 6.

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content	Safeguarding
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	<p>Connect us - Paired activity: changes from baby to adult</p> <p>Open my mind - whole class sing 'Changing as I grow'</p> <p>Show me or Tell me - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Teacher led discussion using photographs showing similar growth stages for humans.</p> <p>Let me learn - Paired activity - Life cycles, sorting the life cycle cards into the right order</p> <p>Help me reflect - Draw and write individual activity - 'me now and what I want to be when I grow up'.</p> <p>Open my mind - whole class sing 'Changing as I grow'</p> <p>Show me or Tell me - baby photo session. Distinguish between changes: body, appearance, abilities, Let me learn - individual activity, writing about how you have changed since you were a baby / little</p> <p>Help me reflect - individual draw and write activity: 'I am pleased I am getting older because...'</p>	Neglect
	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that every body grows at different rates	<p>Open my mind - Whole class activity using PowerPoint slides of animals, can we identify males and females?</p> <p>Show me or Tell me - Same gender pairs can we identify gender from appearance alone (list three ways)? Introduction to male female 'private' body parts: penis, vagina, testicles (as covered by a swim suit).</p> <p>Let me learn - Class sorting activity using two hoops (intersecting) and the body part cards (emphasis on using correct names)</p> <p>Help me reflect - Individual draw and write activity - me in a swim suit with labelled body parts including genitalia and the correct terms.</p>	Neglect Poor parenting <i>An alternative activity may be necessary for children who do not have access to a photo of themselves as a baby (adopted, in care, refugee, asylum seeker etc.)</i>
	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	<p>Open my mind - Whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles.</p> <p>Let me learn - Draw and write individual activity to show what they know about a life cycle.</p>	Female genitalia mutilation Physical abuse Sexual abuse
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	<p>Connect us - 'Find your pair' card activity to get in pairs and consider what has changed between the two card images (young animal to adult animal)</p> <p>Open my mind - Sing 'Changing as I grow' and go through the song lyrics identifying changes in the song (and add own ideas). Reinforce change is sometimes out of our control and it's OK.</p> <p>Tell me or Show me - whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles.</p> <p>Let me learn - Draw and write individual activity to show what they know about a life cycle.</p>	Poor parenting Neglect Emotional abuse

2	<p><b>Piece 2</b> Growing from Young to Old</p>	<p>tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me</p>	<p>Open my mind - Sing the Jigsaw Song: Changing as I grow. Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person. Tell me or Show me - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc. Let me learn - Using the Leaf template, individual draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older. Help me reflect - Individual activity, complete the sentence stem: 'One thing that changes, in a good way, when we get old is...'</p>	<p>Physical abuse An alternative activity may be necessary for children who do not have access to photos of their grandparents.</p>
2	<p><b>Piece 3</b> The Changing Me</p>	<p>recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent</p>	<p>Connect us - Circle time activity (talking partners first) complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...' Open my mind - Whole class activity using the story of Titch and discuss the theme of growing. Tell me or Show me - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.</p>	<p>Poor parenting Neglect Physical abuse Emotional abuse Sexual abuse</p>
2	<p><b>Piece 4</b> Boys' and Girls' Bodies</p>	<p>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl</p>	<p>Open my mind - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class. Show me or Tell me - Whole class sorting activity, body parts specific /not specific to gender Let me learn / Help me reflect - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.</p>	<p>Gender -based violence Physical abuse Female genitalia mutilation</p>
2	<p><b>Piece 5</b> Assertiveness</p>	<p>understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help</p>	<p>Connect us - circle time activity, pass the touch. Discuss when we use touch, positive and negative. Tell me or Show me - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like. Let me learn - Individual draw and write activity: 'two types of touch I like'. Help me reflect - Individual draw and write activity, 'One way I like touch is when...'</p>	<p>Physical abuse Sexual abuse Emotional abuse Personal Safety Neglect Ensure children know some touches we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</p>

3	<p><b>Piece 1</b> <b>How Babies Grow</b></p>	<p>understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals</p>	<p><b>Connect us</b> - using pair cards, find your partner and talk about changes from being a baby to an adult.  <b>Open my mind</b> - Class activity, introduction using PowerPoint to females having babies and males having an important parenting role.  <b>Tell me or Show me</b> - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her.  <b>Let me learn</b> - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown.  <b>Help me reflect</b> - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).</p>	<p>Poor parenting Neglect <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i></p>
3	<p><b>Piece 2</b> <b>Babies</b></p>	<p>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family</p>	<p><b>Connect us</b> - whole class sing 'Changing as I grow' - and think about changes from being a baby to now  <b>Open my mind</b> - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical).  <b>Tell me or Show me</b> - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb.  <b>Let me learn</b> - individual draw and write activity - what a baby needs to survive and live and grow.  <b>Help me reflect</b> - Individual activity, list the 3 most important things a baby needs to survive and grow.</p>	<p>Neglect Poor parenting Emotional abuse Physical abuse</p>
3	<p><b>Piece 3</b> <b>Outside Body Changes</b></p>	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	<p><b>Connect us</b> - circle time activity; changes that have happened and good and bad things about change.  <b>Open my mind</b> - Class activity to introduce the word puberty and changes outside the body.  <b>Tell me or Show me</b> - class sorting activity using body cards. Reinforce puberty changes with PowerPoint.  <b>Let me learn</b> - Paired activity using resource sheet 'My Life, My Changes'.  <b>Help me reflect</b> - individual reflection on what may be worrying them about growing up and what they are looking forward to.</p>	<p>Physical abuse Sexual abuse Emotional abuse Neglect</p>
3	<p><b>Piece 4</b> <b>Inside Body Changes</b></p>	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings</p>	<p><b>Open my mind</b> - Class discussion, where does a new life start from? Pick out differences (chicken lay eggs etc.)  <b>Tell me or Show me</b> - Class activity, PowerPoint slides to identify and explain the key elements of puberty changes inside the body and how the changes link to the start of a new life.  <b>Let me learn</b> - Paired activity using 'The Great Growing Up Adventure'.  <b>Help me reflect</b> - Question Answer session using 'Jigsaw Jino's Private Post Box'. Respond to the questions with the class and deal with things in a form such as 'Jigsaw Jino tells me some people aren't sure about... Let me explain it...'</p>	<p>Physical abuse Sexual abuse Emotional abuse Neglect Female genitalia mutilation <i>If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.</i></p>

3	<p>Piece 5 Family Stereotypes</p>	<p>start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p>	<p>Open my mind - class activity using Task cards to think about male/female roles. Tell me or Show me - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken. Let me learn - In groups design a pillow case for a boy/girl. Is it stereotypical? Complete the sentence: 'Our design is/is not stereotypical because...' Help me reflect - individual reflection, who does which jobs in their home?</p>	<p>Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying Be mindful of cultural difference.</p>
4	<p>Piece 1 Unique me</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being</p>	<p>Open my mind - class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us. Tell me or Show me - Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.) Let me learn - Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Also link to grandparent characteristics as well as those that are unique. Help me reflect - Individual draw and write activity, 'Being a truly unique human being makes me feel...'</p>	<p>Neglect Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.</p>
4	<p>Piece 2 Having A Baby</p>	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>	<p>Open my mind - Class activity to review making special things i.e. a baby. Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask - Does everybody have to have a baby? Tell me or Show me - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System. Let me learn - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce. Help me reflect - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.</p>	<p>Physical abuse Emotional abuse Sexual abuse Gender -based violence It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *(Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.)</p>
4	<p>Piece 3 Girls and Puberty</p>	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p>Connect us - Whole class activity to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion. Open my mind - Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Reproductive System. Tell me or Show me - whole class activity to go through the stages of menstruation. Let me learn - Paired/small group sorting activity using 'Menstruation Cards' Help me reflect - Using Jigsaw Jaz to raise any worries about growing up.</p>	<p>Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying</p>

5	<p><b>Piece 1</b> Self-Image and Body-Image</p>	<p>be aware of my own self-image and how my body image fits into that that know how to develop my own self esteem</p>	<p><b>Connect us</b> - whole class circle activity, rolling the ball and giving compliments <b>Open my mind</b> - small group sorting activity, using 'Self-image Cards', Give each card a happy / sad face. Discuss where these perceptions come from (the happy/sad faces) and share the PowerPoint slide to help children understand this issue. <b>Tell me or Show me</b> - Individual activity to explore how we see ourselves (self-image), using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem*. Group activity using the 'Gingerbread person image' to create someone with high self-esteem. <b>Let me learn</b> - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples). Individual activity to change a sad face self-image card from Open my Mind, into a positive one. <b>Help me reflect</b> - Individual activity to write their affirmations on the front of their cards and take a few minutes in silence (perhaps with some gentle music) to repeat these to themselves. This will start to change the perceptions held in the subconscious.</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations.</i> <i>*[Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one-to-one basis.]</i></p>
5	<p><b>Piece 2</b> Puberty for Girls</p>	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>	<p><b>Connect us</b> - Using a carousel to work in different pairs, discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed? <b>Open my mind and Tell me or Show me</b> - Whole class revisit what is needed to make a baby. Show PowerPoint with pictures of sperm and eggs. Go through how the female body prepares itself to have a baby using the animation 'The Female Reproductive System'. <b>Let me learn</b> - Whole class revisit different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing). <b>Help me reflect</b> - sharing their work from Let me Learn. Remind children to use Jigsaw Jez's private post box for any questions they have, but don't want to say out loud.</p>	<p>Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal safety</p>
5	<p><b>Piece 3</b> Puberty for Boys and Girls</p>	<p>describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty</p>	<p><b>Connect us</b> - Circle activity to recap on changes that happen to us as we grow and go through puberty. <b>Open my mind</b> - Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Point out there are no wrong or right answers and that opinions will vary. <b>Tell me or Show me</b> - Using the PowerPoint slides of the male organs, ensure all the children understand the male reproductive system. Use the animation: The Male Reproductive System to reinforce this. Small group activity using 'Boys n' Puberty Quiz'. Review the answers together. <b>Let me learn</b> - Paired activity to produce an information leaflet or PowerPoint presentation for children aged 7 - 9, with the title 'Puberty - It Happens To Us All'. <b>Help me reflect</b> - whole class circle activity to share what they have produced and compare notes on the kind of questions and topics they have chosen to address.</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex whereas for others this will mean fancying someone of the opposite sex. If it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard.</i></p>

5	<p>Piece 4 Conception</p>	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p>Connect us - whole class activity using Relationships Cards to think about the types of relationships there are. Sort into different categories of relationship e.g. Family, Peer (may need explaining), Working and Relationships with Physical Attraction. Open my mind - Small group activity to consider relationships that become a couple and decisions to have a baby. Using 'Having a Baby Diamond 9 cards' to sort most important/ least important*. Tell me or Show me - Introduce the word 'Conception' - the moment when a new life begins. Use the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens. Introduce the term sexual intercourse. Show the PowerPoint slides of a baby in the womb to recap how new life grows. Let me learn - Small group sorting activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding Help me reflect - Review and discuss the learning from the session. Remind them of the Private Post Box for the questions they're still not sure about, or that may occur to them later.</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse * The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether people with disabilities should have a family, whether parents need to be married, whether it is right for same sex couples to bring up children. Always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.</p>
6	<p>Piece 1 My Self Image</p>	<p>aware of my own self-image and how my body image fits into that know how to develop my own self-esteem</p>	<p>Open my mind - Class activity using the PowerPoint image of make-up/airbrushing. Discuss the terms 'real self-image and 'ideal' self-image Tell me or Show me - Individual activity to consider words associated with 'real self-image', using the self-image template. Highlight words that are associated with body image. Repeat for 'ideal self-image'. What problems are there is not being your ideal self-image? Discussion about how this links to good / poor self-esteem. Let me learn - Individual activity, using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie. Help me reflect - Individual draw and write activity, 'The main ingredient in my self-esteem smoothie is...'</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect</p>
6	<p>Piece 2 Puberty</p>	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty</p>	<p>Connect us - Starter activity to complete the 'Growing-Up bingo card'. Go through these as a class. Open my mind - Class (stand up - sit down) activity using the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. Tell me or Show me - Class activity using the PowerPoint slides showing girl to woman and boy to man and the animations (The Female/Male Reproductive Systems) to reinforce learning. Let me learn - Small group sorting activity to play the Puberty Truth or Myth game, to reinforce learning and highlight any unknowns. Help me reflect - Individual activity to write privately and anonymously, at least one question they have in their mind concerning puberty and growing up, (these questions will be used in the next session). Other questions can go into Jem's Private Post Box.</p>	<p>Gender-based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation</p>

6	<p>Piece 3 Girl Talk/Boy Talk</p>	<p>ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive</p>	<p>Connect us - Paired activity to reinforce trust and depending on each other. Open my mind - Circle activity to play the Puberty Round. Let me learn - Single gender activity (if possible)* using the questions from Help me Reflect in Piece 2. Groups discuss the question and agree a helpful answer. Class activity to share questions and answers. Reminder of the importance for trust, respect and consideration when talking about such sensitive and important issues. Help me reflect - Circle activity to make sure everyone is OK with the answers and doesn't have any further questions.</p>	<p>Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal Safety *This Piece should, if it can be arranged, provide the opportunity for a single gender session, preferably working with a teacher or facilitator of their own sex and to ask questions.</p>
6	<p>Piece 4 Babies - Conception to Birth</p>	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby</p>	<p>Open my mind - Class discussion to consider a baby developing. Use the PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' Tell me or Show me - Range of activities to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth' Let me learn - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swap cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally). Help me reflect - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future?</p>	<p>Neglect Physical abuse Emotional abuse Sexual abuse Be mindful of any families that have suffered bereavements around new babies or miscarriages.</p>
6	<p>Piece 5 Attraction</p>	<p>understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>	<p>Open my mind - Class mind mapping activity for the word 'independence'. Tell me or Show me - Small group activity using birthday cards (aimed at 13 year olds) to discuss perceptions (negative and positive aspects) of being a teenager. Class discussion to draw out key aspects and to reiterate that with additional 'rights' come responsibilities. Let me learn - Small group activity using the 'holding hands' cards to discuss what physical attraction is. Help me reflect - Individual writing activity to reflect on ways to cope with growing up.</p>	<p>Neglect Physical abuse Emotional abuse Sexual abuse Child sexual exploitation When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.</p>

## Appendix 3 Relationship Education

By the end of primary school, pupils should know:

<p>Families and people who care for me:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> that families are important for children growing up because they can give love, security and stability.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> that marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li><input type="checkbox"/> 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> </ul>
<p>Caring friendships:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li><input type="checkbox"/> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li><input type="checkbox"/> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li><input type="checkbox"/> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li><input type="checkbox"/> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p>Respectful relationships:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li><input type="checkbox"/> practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li><input type="checkbox"/> the conventions of courtesy and manners.</li> <li><input type="checkbox"/> the importance of self-respect and how this links to their own happiness.</li> <li><input type="checkbox"/> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>

<p>Online relationships:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li><input type="checkbox"/> how information and data is shared and used online.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>
<p>Being safe:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li><input type="checkbox"/> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.</li> <li><input type="checkbox"/> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li><input type="checkbox"/> how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li><input type="checkbox"/> how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li><input type="checkbox"/> how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li><input type="checkbox"/> where to get advice e.g. family, school and/or other sources.</li> </ul>

## Appendix 4 Health Education

**By the end of primary school, pupils should know:**

<p>Mental wellbeing:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li><input type="checkbox"/> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li><input type="checkbox"/> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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>Internet safety and harms</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> that for most people the internet is an integral part of life and has many benefits.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li><input type="checkbox"/> why social media, some computer games and online gaming, for example, are age restricted.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> where and how to report concerns and get support with issues online.</li> </ul>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> the characteristics and mental and physical benefits of an active lifestyle.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> the risks associated with an inactive lifestyle (including obesity).</li> </ul>

	<ul style="list-style-type: none"> <li>□ how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>□ what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>□ the principles of planning and preparing a range of healthy meals.</li> <li>□ 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>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>□ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<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 allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<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>
Changing adolescent body	<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>

## Appendix 5 Vocabulary linked to Relationship and Sex Education

<p><b>Year 1</b></p> <p>Male Female Penis Vagina Testicles Vulva Anus</p>	<p><b>Year 2</b></p> <p>Male Female Penis Vagina Testicles Vulva Anus Public Privates</p>	<p><b>Year 3</b></p> <p>Uterus Womb Puberty Male Female Penis Sperm Testicles Vagina Ovaries Ovum / Ova Eggs</p>	<p><b>Year 4</b></p> <p>Sperm Egg / Ovum Penis Testicles Vagina Vulva Womb / Uterus Ovaries Making Love Having Sex Sexual Intercourse Fertilise Conception</p>	<p><b>Year 5</b></p> <p>Puberty Mensuration Periods Vagina / vulva Womb / Uterus Ovary / Ovaries Sanitary Towels Sanitary Pads Tampons Oestrogen Sperm Semen Testicles / Testes Erection Ejaculation Conception Making love Sexual intercourse Fertilisation Embryo Umbilical Cord</p>	<p><b>Year 5 continued</b></p> <p>Umbilical Cord Contraception Fertility Treatment (IVF)</p>	<p><b>Year 6</b></p> <p>Pubic Hair Voice break Menstruation Semen Erection Breasts Tampon Wet Dream Penis Vagina Womb Ovulation Masturbation Sanitary Towel Clitoris Testicles Fallopian Tube Sperm Vulva</p>
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**Appendix 6 – Parental Withdrawal Request Flowchart**, outlining the steps for parents who wish to withdraw their child from non-statutory sex education components.

1. Parent submits withdrawal request in writing
2. Meeting held with Headteacher to discuss request
3. Request reviewed in line with statutory guidance
4. Decision communicated to parent
5. Alternative provision arranged for pupil
6. Parent may reverse decision in writing at any time