



Relationship and Sex Education (RSE) Policy

Warrender Primary School



Ratification by Governing Body	
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Signature (Governor):	<i>R Marriott</i>
Signature (Headteacher):	<i>H Brown</i>



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Relationship and Sex Education Policy:

What is Relationship and Sex Education?

Relationship and Sex Education (RSE) is a fundamental part of our school's Personal, Social and Health Education (PSHE) provision; which provides our children with the skills to become well-rounded members of society.

The term RSE is used in this policy, rather than Sex Education. This is to emphasise that our approach goes beyond provision of biological information. It focuses deeply on developing self-esteem and learning skills to manage and maintain positive relationships.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is **not** about the promotion of sexual activity.

Here, at Warrender School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Statutory Requirements :

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum and is reference in the Keeping Children Safe in Education 2020 document.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Warrender Primary School, we teach RSE as set out in this policy.



Warrender Values:

Our school values are reflected in all our learning: Achieve, Support, Pride, Inspire, Respect and Enjoy

By working together at Warrender, we **ASPIRE through our RSE learning:**

We **ACHIEVE** by remaining safe (both online and offline) by responding safely and appropriately when building relationships and managing different situations

We **SUPPORT** others by being a good friend through displaying positive and welcoming characteristics to everyone

We take **PRIDE** in recognising who to trust and who not to trust and understand how and where to seek help from others, if needed

We **INSPIRE** by realising that stereotypes can be unfair but can be tackled

We **RESPECT** by valuing all people irrespective of their beliefs, race, gender, sex, religion, sexuality, background or personality

We **ENJOY** by being kind, not just to others but also to ourselves, as this links to our own happiness and mental wellbeing

Why do we teach RSE?

RSE provides children with the fundamental blocks and characteristics of what healthy and positive relationships look like and are built on respect. RSE helps children to make informed decisions about their wellbeing, health and relationships.

Aims of RSE:

The aims of RSE at Warrender Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual 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

Policy Development:

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved reviewing the current policy with staff members as well as parents and stakeholders having a period of consultation



How is RSE provided?

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). We supply a safe learning environment to provide progression through a whole-school approach to the planning and teaching of each RSE learning objective, which covers knowledge, skills and understanding. It is taught through:

- Curriculum links (drama, literacy, RE)
- Assemblies
- Pastoral support from staff members (e.g. buddies, Welfare Assistant, School Nurse)

Curriculum:

Our curriculum is set out as per appendix but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with stakeholders; taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. We aim to answer children's questions and concerns in a sensitive manner, bearing in mind the child's age and development. Teachers will use their discretion and will, if necessary, refer to the PSHE coordinator for advice and support. Children will have opportunities to write questions down anonymously and post them in the question box. This aims to encourage thoughtful participation. If a teacher is concerned that a child is at risk of sexual abuse, the head teacher will be informed and the usual Child Protection procedures will be followed.

Ground Rules:

Although, RSE can sometimes feel a little embarrassing, we feel it is imperative that children and staff have a mature and sensible attitude whilst learning and delivering RSE sessions. Therefore, ground rules are put in place to ensure high quality RSE can be delivered and children feel comfortable. If these ground rules are not followed and children are not showing the required level of maturity, they may be removed from the session.

Alongside our Jigsaw charter rules (please see PSHE policy for further information) we follow these rules during all RSE sessions:

- No child will be laughed at or made to feel uncomfortable because of their beliefs, opinions or ideas (regardless whether other children or adults agree with them)
- Confidentiality within the group needs to be respected. Whatever is discussed should not be further spoken about with children from other year groups/classes
- Inappropriate or abusive language or behaviour is not acceptable
- Questions are welcomed, however not all subjects are suitable for class or group discussion
- Nobody (adult/child) is expected to answer personal questions
- No one will be forced to take part in discussions



- Correct names for body parts will be used. This means potentially embarrassing words and ideas will be discussed in a clear, matter-of-fact way.

Teaching Methods and Resources:

We follow the Jigsaw RSE scheme, which is particularly effective in delivering high quality RSE learning, in response to the new statutory changes (please see appendix). We also use *Christopher Winter* and *Channel 4's Living and Growing* animated video clips to contribute further to understanding certain aspects of RSE. All learning resources are selected on the basis of their appropriateness to our children and diagrams with different skin tones are used across the school.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Delivery of RSE:

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map, see appendix.

For more information about our RSE curriculum, see appendix.

RSE takes place within mixed classes or single-sex groups (as deemed appropriate) and is generally delivered by the child's class teacher. We plan for additional adults (e.g. head teacher, Welfare Assistant, School Nurse etc.) to teach the RSE curriculum too. Visitors who attend our school will be made aware of our RSE policy.

By the end of Primary School:

Relationship Education (DfE statutory guidance)

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.



It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in our scheme, Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education (DfE statutory guidance)

Health Education in primary schools will cover '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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Equal Opportunities:

Children will have varying needs regarding RSE. At Warrender, we firmly believe that all children should have access to RSE.

Our approach of RSE will take account of:

- Ethnic and Cultural Diversity: We will consult parents/carers about our RSE provision and listen to their views.
- Diverse Home Backgrounds: We will ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality: Our approach to RSE embraces respect and through this we will be tackling homophobic/ transphobic bullying. We will include a sensitive, honest and balanced consideration of sexuality.
- Special Educational Needs: We take in account that some of our children have learning, emotional or behavioural difficulties or physical disabilities. We will adapt our teaching to accommodate these needs.

Classroom practice and pedagogy will take into account these points to enable all pupils to access the learning. Our RSE complies with the Equality Act 2010.



At Warrender School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Roles and Responsibilities:

The Governing Board:

The governing board will approve the RSE policy, and hold the Head Teacher to account for its implementation.

The Head Teacher:

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher (Mrs Brown) or PSHE lead (Miss Cook).

Pupils:

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Training:

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements:

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. We will assess children's development in RSE against the Key Stage statements for PSHE, and also (where appropriate) through other subjects, e.g. Science and RE



Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Warrender School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction. We intend to teach this as part of our PSHE lessons. When reproduction is taught In Science, it is compulsory for children in which case parents can't withdraw their child/ren from this area of the curriculum. When Sex Education is taught as part of PSHE, parents have the right to withdraw.

Parents' right to withdraw:

Parents do not have the right to withdraw their children from relationships education.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE coordinator in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

At Warrender School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. The content of which is outlined in the appendix:

-Year 4, Lesson 2 (Having a baby)

-Year 5, Lesson 4 (Conception)

-Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right in the Spring Term before the Changing Me topic is taught.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in appendix of this policy and addressed to the Head Teacher.

Alternative work will be given to pupils who are withdrawn from sex education.



Policy Review

This policy is reviewed annually by the PSHE Co-ordinator

Appendix 1: Jigsaw Relationship and Changing Me Content (Summer Term)

Age Group	Relationships	Changing Me
Ages 3-5 (F1-F2)	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



	Relationships	Changing Me
Ages 8-9	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



Appendix 2: NURSERY and RECEPTION: Knowledge and Skills Progression: Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry 	<ul style="list-style-type: none"> Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> Who is in your family? What jobs do mummy / daddy do around the house? Who are your friends? How do they make you feel? What do you do if your friend makes you upset? Can you tell me about a time when you felt angry – what happened to stop you from feeling angry? How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?
<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>			
<p>Key Vocabulary</p> <p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>			



NURSERY and RECEPTION: Knowledge and Skills Progression: Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none">Know the names and functions of some parts of the body (see vocabulary list)Know that we grow from baby to adultKnow who to talk to if they are feeling worriedKnow that sharing how they feel can help solve a worryKnow that remembering happy times can help us move on	<ul style="list-style-type: none">Can identify how they have changed from a babyCan say what might change for them they get olderRecognise that changing class can illicit happy and/or sad emotionsCan say how they feel about changing class/ growing upCan identify positive memories from the past year in school/ home	<ul style="list-style-type: none">Which parts of your body do you know the same of?Who can you talk to if you ever feel worried or frightened? (at school / at home)Can you tell me about a time when you felt really happy?
Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.			
Key Vocabulary Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.			



Appendix 3: YEAR 1: Knowledge and Skills Progression: Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community 	<ul style="list-style-type: none"> Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> Who is in our family? Do any of your friends have a family that is different? What does 'being a good friend' mean? Who are you good friends? Who do you / don't you hug? Who can you ask for help at school? (In the class, in the playground, in the hall) Can we share a Calm Me time together? Can we share what we both like best about our family, and what we are grateful for?
	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>		
	<p>Key Vocabulary</p> <p>Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>		



YEAR 1: Knowledge and Skills Progression: Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change 	<ul style="list-style-type: none"> Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> What is a life cycle? How will you change as you grow up? Who is the tallest / smallest in your class? Which parts of your body are private? Who is allowed to see your private body parts? What should you do if you don't like the way someone is touching you? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is the best part about being your age?
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p>Key Vocabulary</p> <p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			



Appendix 4: YEAR 2: Knowledge and Skills Progression: Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is 	<ul style="list-style-type: none"> Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> What's the same / different from our family to your friend's family? What would you do if someone was hurting you at school? Who would you go to for help at school? Why do people fall out with each other? What can you do if you don't agree with your friend? What can you do if you and your friend have had an argument? Can we share what we are grateful for in our family? How does Jigsaw Jo help in your Jigsaw lessons? Can you explain to me what 'Mending Friendships' is about?
	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p>		
	<p>Key Vocabulary</p> <p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>		



YEAR 2: Knowledge and Skills Progression: Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know that life cycles exist in nature Know that aging is a natural process including old-age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies Know the correct names for private body parts Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable 	<ul style="list-style-type: none"> Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> What is a life cycle? How have you changed since you were a baby? How will you change over the next year / 5 years / 20 years? What changes can you / can't you control? Which parts are your private parts? Who is allowed to see them? What would you do if someone was touching you and you didn't like it? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is your favourite part of Jigsaw lessons?
<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>			
<p>Key Vocabulary</p> <p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>			



Appendix 5: YEAR 3: Knowledge and Skills Progression: Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> What jobs do I / mummy / daddy do around the house? What makes a good friend? Can you tell me about a time when you were really good at sharing / taking turns / listening? How can you stay safe online? What should our rules be? What would you do if you saw or heard something online that made you feel worried? What rights do children have? How could we use the Solve-it-together technique at home?
<p>In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it-together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>			
<p>Key Vocabulary</p> <p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p>			



YEAR 3: Knowledge and Skills Progression: Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up? Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes? Do you have any questions about the changes that are going to happen to you as you grow up?
<p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>			
<p>Key Vocabulary</p> <p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>			



Appendix 6: YEAR 4: Knowledge and Skills Progression: Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> Can you tell me about a time when you felt jealous? Did it affect how you behaved? Can we tell each other about the people we love? Do you miss seeing anyone? Who could we make a memory box for? Have you ever fallen out with any of your friends? What happened? How did you resolve it? Do you have any friends that you fall out with a lot? How does Jigsaw Jaz help you learn about friendships? Does Calm Me time help you stay calm?
	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>		
	<p>Key Vocabulary</p> <p>Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.</p>		



YEAR 4: Knowledge and Skills Progression: Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions 	<ul style="list-style-type: none"> Can appreciate their own uniqueness and that of others Can express how they feel about having children when they are grown up Can express any concerns they have about puberty Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> Which of your characteristics did you get from your birth parents? Do you have any questions about the changes that happen to a girl when they grow up? Do you have any questions about how babies are made? How do you feel about the changes that will happen to you as you grow?
<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>			
<p>Key Vocabulary</p> <p>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

Having sex, sexual intercourse, making love is referred to in the lesson but the process is not explained until year 5/6



Appendix 7: YEAR 5: Knowledge and Skills Progression: Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> Can suggest strategies for building self-esteem of themselves and others Can identify when an online community / social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> What online games do you like to play? Who do you play them with? Do you ever talk to people you don't know online? How do you know if people you talk to online are really who they say they are? What would you do if you saw or heard something online that made you feel uncomfortable? How much screen time do you think you should have every day? How shall we spend some special family time?
<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>			
<p>Key Vocabulary</p> <p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.</p>			



YEAR 5: Knowledge and Skills Progression: Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body-image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you? Do you have any worries about puberty? Do you have any questions about puberty? Do you have any questions that you'd like to ask me about how babies are conceived? What do you think it will be like when you are a teenager? What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now? What do you enjoy about being your age now?
<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>			
<p>Key Vocabulary</p> <p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>			



Appendix 8: YEAR 6: Knowledge and Skills Progression: Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family 	<ul style="list-style-type: none"> Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being 	<ul style="list-style-type: none"> What is mindfulness? What tips can you give me for taking care of my own mental health? What is the grief cycle? Do you have any tips for dealing with grief? Who do you talk to online? What would you do if they said something that you didn't like? How do you know if a website is genuine?
<p>In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.</p>			
<p>Key Vocabulary Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.</p>			



YEAR 6: Knowledge and Skills Progression: Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class 	<ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Recognise how they feel when they reflect on the development and birth of a baby Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to Can celebrate what they like about their own and others' self- image and body-image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school 	<ul style="list-style-type: none"> Can we talk about the changes that will happen to your body over the next few years? How do you feel about these changes? What does mutual respect mean? Why is that important in a relationship? What are you excited about in secondary school? What are you worried about in secondary school? What can we do with these worries?
<p>In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>			
<p>Key Vocabulary</p> <p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>			



Appendix 9: By the end of primary school pupils should know

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none">• R1 that families are important for children growing up because they can give love, security and stability.• R2 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.• R3 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.• R4 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.• R5 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).• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference• Being Me in My World



Caring friendships	<ul style="list-style-type: none">• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded• R10 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• R11 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 and advice from others, if needed	
Respectful relationships	<ul style="list-style-type: none">• R12 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• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships• R14 the conventions of courtesy and manners• R15 the importance of self-respect and how this links to their own happiness• R16 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• R17 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• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	



Online relationships	<ul style="list-style-type: none">• R20 that people sometimes behave differently online, including by pretending to be someone they are not.• R21 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.• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• R24 how information and data is shared and used online.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference
Being safe	<ul style="list-style-type: none">• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• R26 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.• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.• R32 where to get advice e.g. family, school and/or other sources.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference



By the end of primary school pupils should know

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none">• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.• H2 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.• H3 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.• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Healthy Me• Relationships• Changing Me• Celebrating Difference



	<ul style="list-style-type: none">• H9 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 well-being or ability to control their emotions (including issues arising online).• H10 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.	
Internet safety and harms	<ul style="list-style-type: none">• H11 that for most people the internet is an integral part of life and has many benefits.• H12 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.• H13 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.• H14 why social media, some computer games and online gaming, for example, are age restricted.• H15 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.• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• H17 where and how to report concerns and get support with issues online.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships• Healthy Me
Physical health and fitness	<ul style="list-style-type: none">• H18 the characteristics and mental and physical benefits of an active lifestyle.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Healthy Me



	<ul style="list-style-type: none">• H19 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.• H20 the risks associated with an inactive lifestyle (including obesity).• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	<ul style="list-style-type: none">• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).• H23 the principles of planning and preparing a range of healthy meals.• H24 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).	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none">• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
Health and prevention	<ul style="list-style-type: none">• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.• H31 the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Healthy Me
Basic first aid	<ul style="list-style-type: none">• H32 how to make a clear and efficient call to emergency services if necessary.• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Healthy Me



Changing adolescent body	<ul style="list-style-type: none">• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• H35 about menstrual wellbeing including the key facts about the menstrual cycle.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Changing Me• Healthy Me
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Appendix 10: RSE Learning Intentions

Year Group	Piece Number and Name	Learning Intentions <i>'Pupils will be able to...'</i>
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
	1 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
	2 Piece 4 Boys' and Girls' Bodies	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
	3 Piece 1 How Babies Grow	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
	Piece 2 Babies	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
	Piece 3 Outside Body Changes	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



4	Piece 4 Inside Body Changes	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
	Piece 2 Having A Baby	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
5	Piece 3 Girls and Puberty	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
	Piece 2 Puberty for Girls	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
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty
		express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	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
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 3 Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>
	Piece 4 Babies – Conception to Birth	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
	Piece 5 Attraction	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>



Appendix : Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	