



Burbage Primary School
Relationships and Sex Education
Policy

Date of approval	July 2022
Approved by	Academy Committee
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Registered Office: Excalibur Academies Trust, Granham Hill, Marlborough SN8 4AX
Registered in England and Wales
Company number: 8146633



Rationale

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

This policy has been developed in consultation with parents, serving their needs.

Burbage Primary School provides a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Burbage Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people, we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The rationale for teaching the statutory part of the RSE curriculum within our PSHE programme comes from Secretary of State Guidance 2019.

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

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

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing

and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

Aims

At Burbage Primary 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.

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 our children’s needs.

At Burbage Primary School we teach Relationship and Sex Education as set out in this combined policy.

The aims of relationships and sex education (RSE) at our 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 the following steps:

1. Review – the Trust collated all relevant information including national and local guidance in order to draft a model policy
2. The Education Scrutiny Committee approved the policy in principle, on the understanding that the policy would be adapted by individual academies, in order to reflect its particular situation and foundation status.
3. Governor consultation – governors were invited to respond to the draft policy and make recommendations.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent/stakeholder consultation – parents and any interested parties were invited to respond to the draft policy
6. Pupil consultation – pupils were asked what they wanted from their RSE
7. Approval – once amendments were made, the policy was shared with governors and approved

Curriculum

At Burbage Primary School we allocate weekly assembly time to PSHE each week to allow our class teacher to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced through a certificate and reward system. A Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens each year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Our RSE curriculum is taught specifically in the Summer Term 1 and Summer Term 2. By this time the classes are equipped to learn the specific elements covered in the RSE framework. This framework is set out in Appendix 1 and Appendix 2, but we may need to adapt it, as and when necessary. Adaptations will be reported to parents and Appendix 1 and 2 will be amended accordingly.

The curriculum has been developed in consultation with parents, pupils and staff, 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 don't seek answers online.

Primary sex education will focus on:

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

Delivery of the RSE Curriculum

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).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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).

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 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.

For more information about our RSE curriculum, see Appendices 1 and 2.

Roles and Responsibilities

The Education Scrutiny Committee

The ESC will approve the model policy in principle. The policy will then be adapted by each academy so that it can reflect its own particular situation and foundation status.

The Local Governing Body (LGB)

The LGB will have final approval of the PSHE / RSE policy, and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that PSHE / RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering PSHE and 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 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 Principal.

Mr Evans is the Subject Lead.

Pupils

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

Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE i.e. areas of the sex education that are also covered by the National Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.

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

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 Principal may 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

The delivery of RSE is monitored by the Principal through: planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the LGB annually. At every review, the policy will be approved by the LGB and published on our website.

Health Education

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’.

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).

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. 	<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"> • 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. • 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. 	
<p>Internet safety and harms</p>	<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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • 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. 	
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <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. 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • 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 	<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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <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

Policy Review

This policy is reviewed annually

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Appendix I Curriculum overview

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	5	<p>Relationships</p> <ul style="list-style-type: none"> - I can identify some of the jobs I do in my family and how I feel like I belong. - I know how to make friends to stop myself from feeling lonely. - I can think of ways to solve problems and stay friends. - I am starting to understand the impact of unkind words. - I can use Calm Me time to manage my feelings - I know how to be a good friend. 	<p>Staff photo - preferably on IVB,</p> <p>Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime, Jigsaw Song sheet: RELATIONSHIP'.</p> <p>Lonely child photo, Body puzzle template, Book: 'Mabel and Me', by Sarah Warburton.</p> <p>Book: 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall (or similar).</p> <p>Sparkly box, bin and bag, Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc.</p> <p>Squirry cream and plate.</p> <p>wall paper roll</p> <p>Mark-making materials, YouTube (or similar) video clips of tantrums, Puppets, Calming music.</p> <p>You've Got A Friend In Me' by Randy Newman (Toy Story song).</p> <p>'True Friends' song by Miley Cyrus (Hannah Montana).</p> <p>'That's what friends are for' (Fox and Hounds song).</p> <p>Pictures of friends from TV/movies e.g. Woody and Buzz but separate so that children can match (Teachers to find).</p>

Reception	5	<p>Changing Me</p> <ul style="list-style-type: none"> - Understand that everyone is unique and special. - Can express how they feel when change happens. - Understand and respect the changes that they see in themselves. - Understand and respect the changes that they see in other people. - Know who to ask for help if they are worried about change. - Are looking forward to change. 	<p>Large paper big enough to fit the outline of a child on, Post-its or labels of body parts.</p> <p>Book: 'Look Inside Your Body' by Louie Stowell.</p> <p>Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime, Jigsaw Song sheet: 'Make a Good Decision'. Selection of pictures that show healthy/less healthy activities/food.</p> <p>2 containers/hoops for sorting</p> <p>Magazines/food leaflets for child-initiated.</p> <p>Jigsaw Song sheet: 'A New Day'</p> <p>Book: 'Tell Me What It's Like To Be Big', by Joyce Dunbar.</p> <p>Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood.</p> <p>Picture cards showing different developmental stages of life, ranging from baby to elderly (Teachers to find more).</p> <p>Jigsaw Song sheet: 'A New Day'</p> <p>Book: 'The Huge Bag of Worries' by Virginia Ironside</p> <p>Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood</p> <p>Book: 'The Very Hungry Caterpillar', by Eric Carle.</p> <p>Box or bag for worries/looking forward to ideas.</p> <p>A special box.</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	5	<p>Relationships</p> <ul style="list-style-type: none"> - I can identify the members of my family and understand that there are lots of different types of families. - I can identify what being a good friend means to me. - I know appropriate ways of physical contact to greet my friends and know which ways I prefer. - I know who can help me in my school community. - I can recognise my qualities as person and a friend. - I can tell you why I appreciate someone who is special to me 	<p>Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos:, series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Life cycle cards, Paper for concertina booklets, Jigsaw Journals,</p> <p>Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint of incredible children, 'The Incredible Me' picture frame template, My Jigsaw Learning, Jigsaw Jerrie Cat.</p> <p>PowerPoint, PE hoops or flipchart paper, Flower and petals for flipchart, Flower templates, Story and PowerPoint: 'All change for Jack', Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	6	<p>Changing Me</p> <ul style="list-style-type: none"> - I am starting to understand the life cycles of animals and humans. - I can tell you some things about me that have changed and some things about me that have stayed the same. - I can tell you how my body has changed since I was a baby. - I can identify the parts of my body that make boys different to girls. - I understand that every time I learn something new I change a little. - I can tell you about changes that have happened in my life. 	<p>Family game cards, Jigsaw Chime, 'Calm Me' script, 'Welcome to Planet Zarg' PowerPoint, Jigsaw Journals, Learning, and associated PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat.</p> <p>'Calm Me' script, Jigsaw Song: 'RELATIONSHIPS', PowerPoint slide of lonely child</p> <p>Sets of 'A Good Friend Should...' cards, one set, for each group.</p> <p>Holding Hands Images, '</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	5	<p>Relationships</p> <ul style="list-style-type: none"> - I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not - I can identify some of the things that cause conflict with my friends. - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. - I recognise and appreciate people who can help me in my family, my school and my community. - I can express my appreciation for the people in my special relationships. 	<p>Jigsaw chime, 'calm me' script, families PowerPoint, mixing bowl, post-it notes, wooden spoon, happy home recipe, PowerPoint of different types of contact, 'mending friendships' chart, wrapped gift box, picture of 'good secret' and 'worry secret', balloon, coloured paper.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	6	<p>Changing Me</p> <ul style="list-style-type: none"> - I can recognise cycles of life in nature. - I can tell you about the natural processes of growing from young to old and understand that this is not in my control. - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. - I can identify the parts of my body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva and anus. - I understand there are differences types of touch and I can tell you which ones I like and don't like. - I can identify what I am looking forward to when I move to my next class. 	<p>Jigsaw Jo, Jigsaw chime, 'calm me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, young to old photos, card leaf templates, timeline labels, a box of collected items to represent different stages of growing up, body parts cards, a bag of girls and boys clothing including underwear and swimwear, feely bag, poem 'What about you?'. Jigsaw Jerrie Cat.</p> <p>Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects</p> <p>People cards, Scenario cards,</p> <p>Bottle weighted with water or sand or children's names in a hat, PowerPoint of incredible children, 'The Incredible Me' picture frame template.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	5	<p>Relationships</p> <ul style="list-style-type: none"> - I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. - I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener - I know and can use some strategies for keeping myself safe online. - I can explain how some of the actions and work of people around the world help and influence my life. - I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. - I know how to express my appreciation to my friends and family 	<p>Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'RELATIONSHIPS', Materials for relationships unit: strips of coloured paper, pens, wooden batons, tape to secure streamers, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	6	<p>Changing Me</p> <ul style="list-style-type: none"> - I 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. - I understand how babies grow and develop. I understand what a baby needs to live and grow. - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. - I can identify the parts of my body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva and anus. To appreciate that some parts are private. - I can start to recognise stereotypical ideas I might have about parenting and family roles. - Identify what I am looking to when I move to my next class. 	<p>Parent/Child pairs cards (from lesson/Piece 1), Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body Changes from Piece (lesson) 3, PowerPoint slides: Changes on the inside. 'The Great Growing Up Adventure' sheet, Jigsaw Journals, Post-it notes/small slips of paper, Jigsaw Jino, Jigsaw Jino's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	5	<p>Relationships</p> <ul style="list-style-type: none"> - Recognise situations which can cause jealousy in relationships - Identify loved ones and why they are special - Talk about someone they know but no longer see - Recognise how friendships change, how to make new friends and how to manage when they fall out with their friends - Understand what having a girlfriend or boyfriend might mean and that it is a special relationship for when they are older - Know how to show love and appreciation to the people and animals special to them 	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jealousy PowerPoint, 'Situation cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, Jigsaw in Focus book 'Can you Hear the Sea?', flipchart, Post-it notes, Jigsaw Jaz's memory box, white boards and pens, PowerPoint photo of Tammy, candle, 'Make Friends, Break Friends' scenario cards, 'Mending \friendships' slide, 'Solve it together' technique slide, 'Agree' and 'Disagree' labels, PowerPoint slides of boyfriend/girlfriend couples, squares of strong, coloured paper or card (20cm squared), collage materials, glue, certificates.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	6	<p>Changing Me</p> <ul style="list-style-type: none"> - I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. - I can identify how boys' and girls' bodies change on the outside during this growing up process. - I can identify how boys' and girls' bodies change on the inside during the growing up process and I can tell you why these changes are necessary so that their bodies can make babies when they grow up. - Know how the cycle of change works and apply changes they want to make in their lives. - Identify changes that have been and may continue to be outside of their control. - Identify what they are looking forward to when they move to a new class. 	<p>Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, kitten and cat cards, photo pf teacher with parents, 'Parents and children' templates, Jigsaw Jaz's postbox, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, Making things cards, flashcard picture of sperm and egg, PowerPoint slides, PowerPoint slides – changes on the inside, Animation: The female reproductive system, 'How do I feel about puberty?' cards, mystery bag containing items related to puberty, PowerPoint slide of internal female organs, Menstruation cards for a card sort, Season tree pictures, Change of circumstance diagram, PowerPoint slides of environmental changes</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	5	<p>Relationships</p> <ul style="list-style-type: none"> - I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. - I understand that belonging to an online community can have positive and negative consequences. - I understand there are rights and responsibilities in an online community or social network. - I know there are rights and responsibilities when playing a game online. - I can recognise when I am spending too much time using devices (screen time). - I can explain how to stay safe when using technology to communicate with my friends. 	<p>Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey</p> <p>Labels for the online safety game (Safe, Unsafe, I'm not sure)</p> <p>PowerPoint slide: Different online communities</p> <p>PowerPoint slide 'How many gamers?'</p> <p>PowerPoint slide 'Mia's story'</p> <p>Game cards, Countdown timer</p> <p>PowerPoint slide: Mason's story</p> <p>PowerPoint slide: 'Are you having too much screen time?'</p> <p>Screen time solutions resource</p> <p>Screen time log (optional)</p> <p>PowerPoint of text messages</p> <p>PowerPoint slide of 'Clare'</p> <p>PowerPoint slide 'Staying Safe and happy online'</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	6	<p>Changing Me</p> <ul style="list-style-type: none"> - I am aware of my own self - image and how my body image fits into that. - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. - I can describe how boys' and girls' bodies change during puberty. - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibility - age of consent. - Identify what you are looking forward to when moving on to next class. 	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat</p> <p>Self-image cards</p> <p>Emoji face classroom labels</p> <p>Airbrushed images (teacher sourced)</p> <p>PowerPoint slide 'Self-image prompts'</p> <p>Frame card template</p> <p>PowerPoint slides of male and female bodies</p> <p>The Great Growing Up Adventure resource sheet</p> <p>If available: some examples of published information leaflets about puberty</p> <p>Puberty: Points of View statements</p> <p>Agree and Disagree labels</p> <p>Animation: The Male Reproductive System</p> <p>PowerPoint slide: Male organs</p> <p>Boys 'n' Puberty Quiz</p> <p>Having A Baby</p> <p>PowerPoint slides: A Baby in the Womb</p> <p>The Truth About</p> <p>Selection of pages from teen magazines</p> <p>Spinning top template, Circle of Change template</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	5	<p>Relationships</p> <ul style="list-style-type: none"> - I know that it is important to take care of my mental health. - I know how to take care of my mental health. - I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. - I can recognise when people are trying to gain power or control. - I can judge whether something online is safe and helpful to me. - I can use technology positively and safely to communicate with my friends and family. 	<p>20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Optional: Jigsaw in Focus book: 'Can You Hear the Sea?' available to purchase inexpensively from the Jigsaw online store www.jigsawpshe.com/online-store, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	6	<p>Changing Me</p> <ul style="list-style-type: none"> - I am aware of my own self - image and how my body image fits into that. - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend / girlfriend. - I am aware of the importance of a positive self - esteem and what I can do to develop it. - I can identify what I am looking forward to and what worries me about the transition to secondary school. 	<p>Tennis ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slides of a baby developing in the womb, A set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.</p>

Appendix 2 RSE Curriculum Coverage Overview - Table format

Puberty and Human Reproduction KSI - 2021 - 2022.		
FS	Growing up.	How we have changed since we were babies.
Year 1	My changing body.	Understanding that growing and changing is natural and happens to everybody at different rates.
Year 2	Boys and Girls bodies.	Appreciating the parts of the body that make us different and using the correct names for them.

Puberty and Human Reproduction LKS2 - 2021 - 2022.		
Year 3	The Changing me.	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and Girls.	Differences between boys and girls - how do we feel about them? Which parts of me are private?
Year 4	Outside body changes.	How are bodies need to change so they can make babies when we grow up - outside changes and how we feel about them.
	Inside body changes.	How our bodies need to change so they can make babies when we grow up - inside changes and how we feel about them. <i>(Animations used - shorter / smaller version of Female and Male Reproductive System).</i>

Puberty and Human Reproduction UKS2 - 2021 - 2022.		
Year 5	Having a baby	The choice to have a baby, the parts of men and women that make babies and how this happens. <i>(Animation used - the Female Reproductive System).</i>
	Puberty for Girls.	Physical changes and feelings about them - importance of looking after yourself. <i>(Animation used - the Female Reproductive System).</i>
	Puberty for Boys.	Developing understanding of changes fro both sexes - reassurance and exploring feelings. <i>(animation used - the Male Reproductive System).</i>
Year 6	Conception.	<i>Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of new life.</i>
	Conception to birth.	<i>The story of pregnancy and birth.</i> <i>(Animations used - the Female and Male Reproductive Systems).</i>
	Puberty.	Consolidating understanding of physical and emotional changes and how they affect us. <i>(Animations used - the Female and Male Reproductive Systems).</i>
	Girl talk / Boy talk	A chance to ask questions and reflect (SINGLE SEX). <i>(Animations used - the Female and Male Reproductive System).</i>

Appendix 3: By the end of primary school pupils should know:-

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>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>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being Safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 4 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	