



RELATIONSHIP AND SEX EDUCATION (RSHE) POLICY



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Whole-School Relationship Education, Relationship and Sex Education and Health Education Policy

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This policy document is a product of regular review and revision is undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school curriculum development planning cycle.

1. Introduction

At Hollinswood Primary School & Nursery, we aim to develop every child's skills, knowledge and attitudes in order for them to become **responsible, resilient, resourceful and respectful** learners.

For PSHE, we follow a programme called 'Jigsaw'. This 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.

Pupils are encouraged to be **responsible** members of the school, the local and the wider community. They are taught about celebrating differences, understanding their self-worth and how important it is to develop positive relationships. The children demonstrate **responsible** behaviour in sessions through productive debate and adherence of an agreed class charter.

Through a context rich curriculum that goes beyond the school walls, pupils are encouraged to have high expectations for themselves and are given the confidence to aim high. When faced with a problem, pupils are encouraged to be **resilient** and **resourceful** and to be passionate in overcoming obstacles.

We see excellence in teaching and a love of learning as a key to succeeding in life. In a supportive, positive and caring environment, pupils are encouraged to develop **self-respect** and be **respectful** of the ideas, attitudes, values and feelings of others regardless of race and culture.

This also supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

2. Aims

The aims of 'Relationships, Sex and Health Education' at Hollinswood Primary School and Nursery are to:

- Provide a framework in which sensitive discussions can take place
- Understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- 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
- Raise and promote positive self esteem

- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Develop the confidence to seek help, support and advice

3. Statutory Requirements

As a maintained school with primary aged pupils, we must provide relationships education as per section 34 of the [Children and Social work act 2017 for primary aged pupils and relationships and sex education](#), we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

For Primary aged pupils we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. As a school we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils.

At Hollinswood Primary School and Nursery, we teach RSE as set out in this policy.

4. Definitions and Expectations

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

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

The way the Jigsaw Programme covers these is explained in the mapping document on the school website: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

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 way the Jigsaw Programme covers these is explained in the mapping document on the school website: Jigsaw 3-11 and Statutory Relationships and Health Education.

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 found on our school website transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

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'.

Schools 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 Hollinswood Primary School and Nursery, we believe children should understand the facts about human reproduction before they leave primary school.

Relationship and Sex Education is about:

- The emotional, social and cultural development of pupils, and involves learning about relationships including respect for and understanding of different types of families, puberty, equality and diversity and personal identity
- Respect for one another
- Supporting pupils understanding of what it means to feel safe
- Sexual health, sexuality, healthy lifestyles, diversity, and personal identity
- The accurate sharing of information, in an age-appropriate way

The way the Jigsaw Programme covers these is explained in the mapping document on the school website: Jigsaw 3-11 and Statutory Relationships and Health Education.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity or the promotion of living a certain way of life.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

At Hollinswood Primary School and Nursery, RSHE is taught through a PSHE program called 'Jigsaw'. Jigsaw is taught to all children from Nursery through to Year 6, and each year has six focus areas (also known as puzzle pieces) which remain the same. These are as follows:

Half Term Taught	Puzzle Piece	Content	Curriculum Link
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.	PSHE
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding	PSHE
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	PSHE
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise	Health Education
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss	PSHE and Relationship Education
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change	PSHE, Sex Education*, Science and Health Education.

***Sex Education is the only part of the curriculum that is non-statutory.**

6. Delivery of RSE

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). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. Jigsaw covers the

following areas identified by DFE: Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Both Relationship and Sex Education is broken down into six lessons. These lessons look different in each year group, and build on their previous learning. Outlined below are the six lesson focuses for each group for both Relationship and Sex Education. Some parts of 'Changing Me' are compulsory as they are statutory requirements as outlined in the national curriculum for Science, Health Education or PSHE. 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 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 expectations for teachers:

- Teachers are required to deliver RSE lessons as outlined in the Jigsaw programme.
- Teachers may adapt lesson plans and teaching materials to suit the needs of the pupils in their class, but they must not change lessons or materials without permission from the Headteacher.
- Teachers must remain as facilitators throughout the sessions.
- Teachers must remain impartial during sessions so as not to unconsciously promote one way of living over another, and to remain respectful to the wishes and beliefs of all.
- Teachers and other staff members are not encouraged to share information about their personal relationships but may respond to questions asked by pupils if they feel it is appropriate to share within the context of the lesson.

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and/or Sex Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers should consider what is appropriate and inappropriate to discuss in a whole-class setting. Teachers may seek support from the Headteacher and Deputy Headteacher when deciding how and when to answer difficult questions. Depending on the question asked, it may be answered during a whole-class, small group or 1:1 session. Teachers may discuss questions raised with parents and carers so that they can decide if and when they discuss certain topics with their children. Teachers should always keep lines of communication open with parents and carers, and should act in accordance with the values and aims set out in this policy.

7. Pupils with Special Educational Needs or Disabilities (SEND)

At Hollinswood Primary School and Nursery, we ensure that RSHE is accessible for all pupils. We know that this is particularly important when planning teaching for pupils with special educational needs and disabilities. As in all other lessons, high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, we aim to prepare pupils for the next phase of development to ensure positive adulthood outcomes. We know that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. This is considered when designing and teaching these subjects.

For some SEND pupils there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Where this is the case, teachers are expected to work with the SENCO and parents/carers to tailor the offer.

8. Relationship to other policies

This policy has links to School policies on Safeguarding, Child Protection, Health and Safety, Confidentiality, Healthy Schools, School Visits, Manual Handling and personal care, Anti-bullying Policy, Equality Policy, Science, P.E. Computing. R.E. and D&T.

9. Staff

Staff are responsible for:

- Teaching aspects that mainstream pupils will acquire through their development, such as understanding the term 'private'
- Delivering RSHE in a sensitive way, ensuring that all pupils and students understand the terminology
- Revisiting learning
- Adapting learning to meet the learning needs of the pupils and students
- Using appropriate vocabulary
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

The Governing body

The governing body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Pupils and students

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

10. Parents' right to withdraw

For primary aged pupils, 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/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

In all cases the Headteacher/RSE lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way pupils and students will receive accurate information.

See Appendix 4 for the right to withdraw form

11. Professional Development and Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Staff have accessed the DfE training materials linked to all aspects of RE, RSE and HE.

12. Monitoring Arrangements

The delivery of RSHE is monitored by the PSHE lead, Natalie Hayward and RSE lead, Grace Atkinson, through:

- Pupil interviews
- Planning and floor book looks
- Lesson observations
- Staff questionnaires

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

Appendix 1: 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. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Physical health and mental well-being Education in Primary Schools – DfE Guidance 2019

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:

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

	<ul style="list-style-type: none"> • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • 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"> • That for most people the internet is an integral part of life and has many benefits. • 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. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (including obesity). • 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"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • 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"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Jigsaw Curriculum - Snapshot Overview

Jigsaw PSHE 3 -11/12 Content Overview



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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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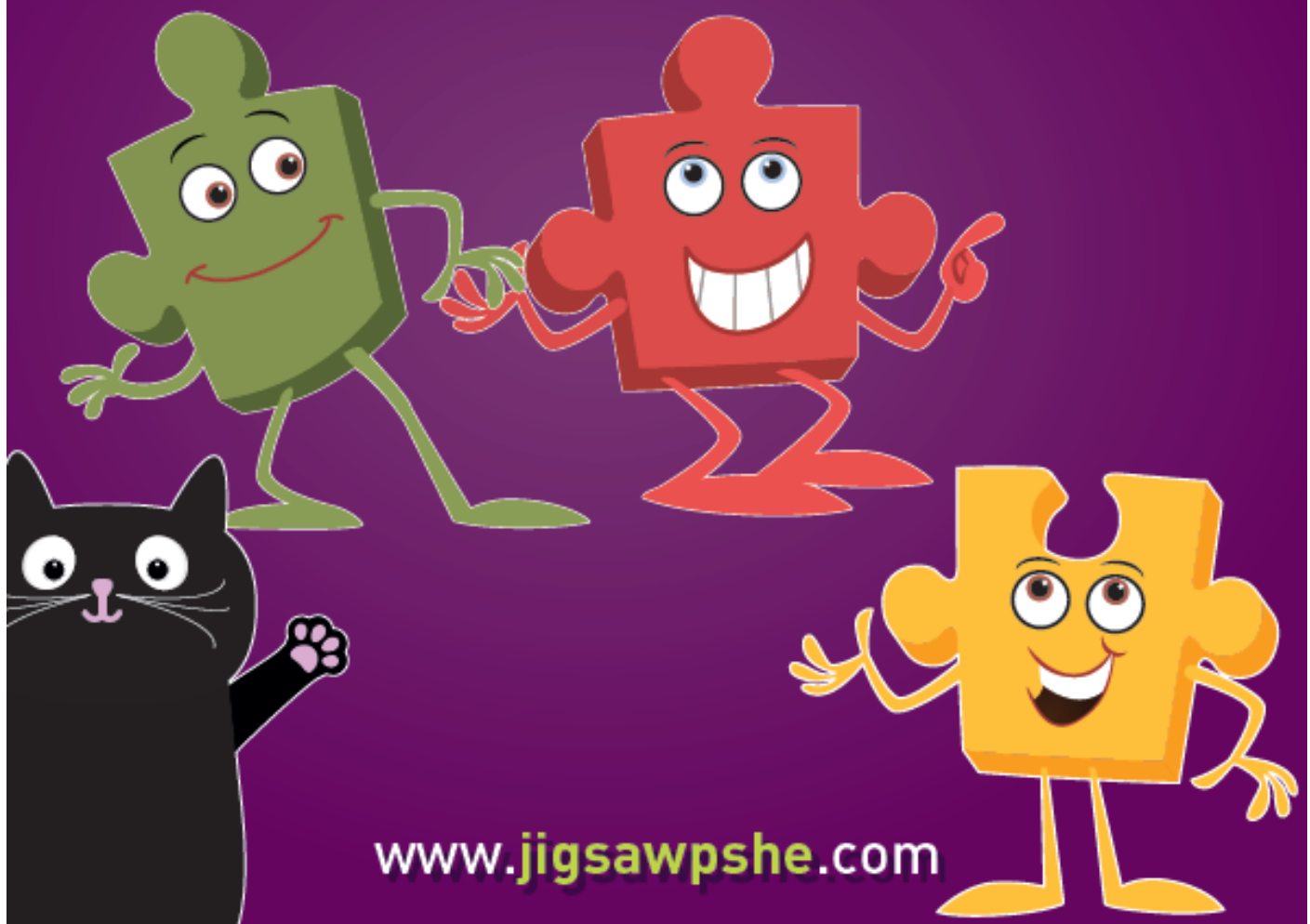


The mindful approach to PSHE

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

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

Information for parents and carers



www.jigsawpshe.com

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

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

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

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

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

The opening paragraph of the Department for Education guidance states:

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

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

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

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

Relationships Education

Families and people who care for me

Caring Friendships

Respectful Relationships

Online Relationships

Being safe

Health Education

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy Eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body



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

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

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

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

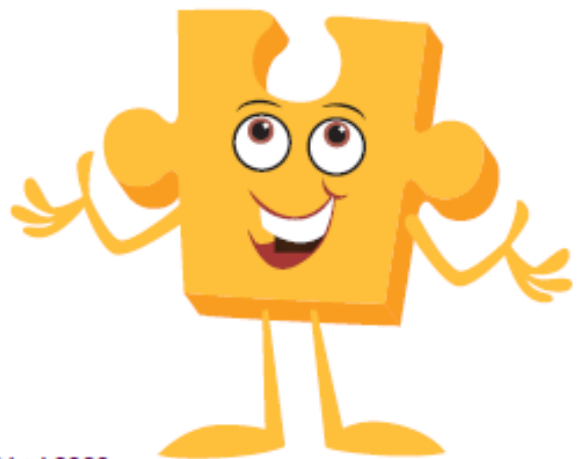
If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

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

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

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

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



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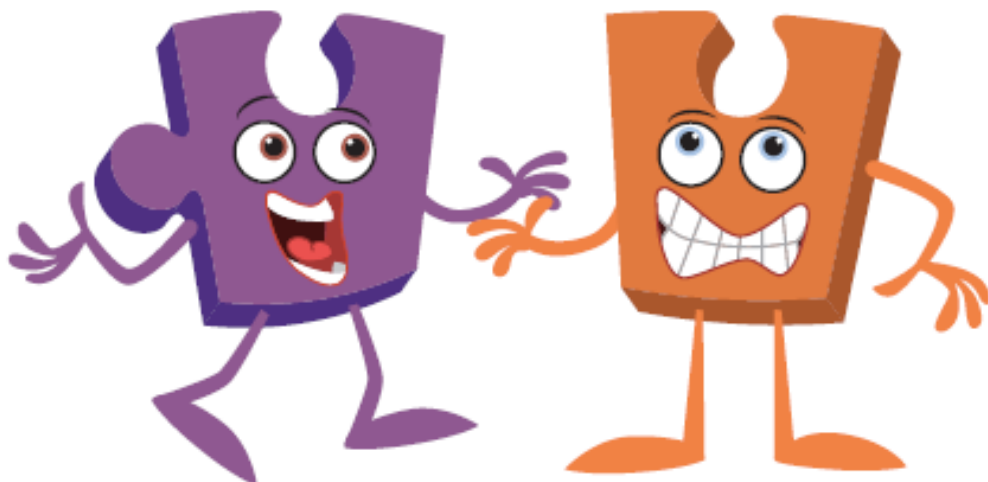
Why is this RSHE curriculum needed?

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

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

If you have any questions...

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



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What about LGBT+ issues?

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

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

More about Jigsaw, the mindful approach to PSHE?

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

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

There are six Puzzles (units):

Being me in My World

Celebrating Difference

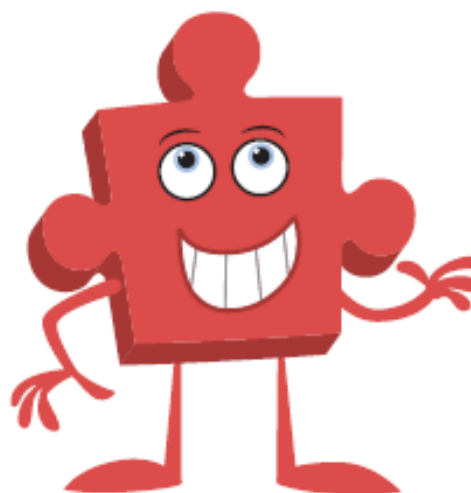
Dreams and Goals

Healthy Me

Relationships

Changing Me,

each with six lessons.



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

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

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

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

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

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

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

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

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

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

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

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



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

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

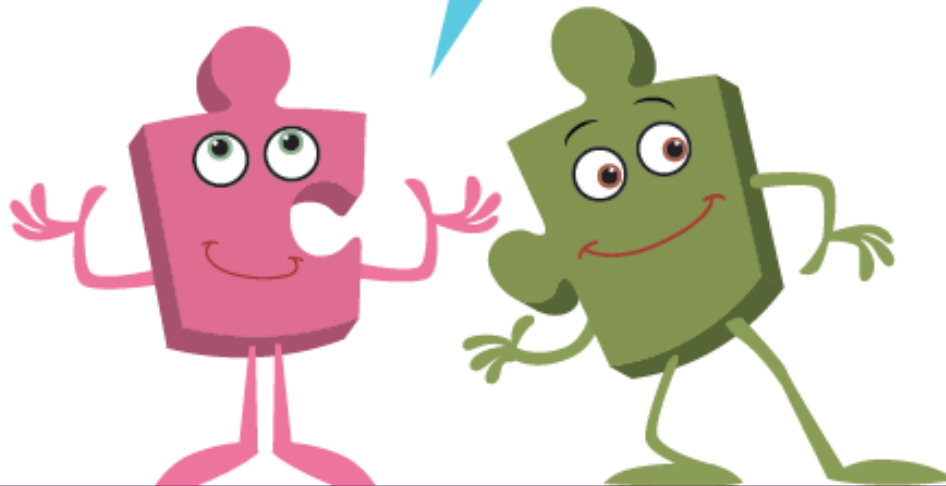
- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
-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

Here are some tips for talking to your child:

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

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

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



www.jigsawpshe.com

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Appendix 4: Parent form: withdrawal from sex education within RSE

Hollinswood Primary School and Nursery – Parents Request to withdraw their child from the non-statutory/non-science aspects of the curriculum.

TO BE COMPLETED BY PARENTS			
Name of child		Class	Child's D.O.B
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	
School signature and date	



Hollinswood Primary School and Nursery

Relationship and Sex Education and
Health Education
Skills and Knowledge Progression
grid

2022 - 2023

What is Relationship and Sex Education and Health Education?

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults. Health Education teaches us the information we need to make good decisions about our own health and wellbeing, to recognise issues in ourselves and others, and to seek support as early as possible when issues arise.

Being Me in My World

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

KNOWLEDGE	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p>	<p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p>	<p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>	<p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how</p>
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							democracy and having a voice benefits the school community Understand how to contribute towards the democratic process
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<p style="text-align: center;">SKILLS</p>	<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>Understanding that they are special</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p>
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VOCABILARY	Kind, Friend, Similar, Different, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.	Safe, Special, Calm, Belonging, Rights, Responsibilities, Charter, Rewards, Proud, Consequences, Upset, Disappointed.	Worries, Hopes, Fears, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving.	Valued, Achievements, Proud, Personal Goal, Acknowledge, Emotions, Nightmare, Solutions, Support, Behaviour, Fairness, Group Dynamics, View Point, Ideal School.	Included, Excluded, Charter, Role, Community, Democracy, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	Goals, Choice, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Empathise, Obstacles, Collaboration, Legal, Illegal, Laws, Participation, Motivation.	Challenge, Attitude, United Nations Convention on The Rights of the Child, Citizen, Views, Opinion, Collaboration, Collective Decision, Democracy
	<p>Development matters links</p> <p><i>See themself as a valuable individual.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Manage their own needs.</i></p> <p><i>Develop their sense of responsibility and membership of a community.</i></p> <p><i>Show more confidence in new social situations.</i></p> <p><i>Develop appropriate ways of being assertive.</i></p> <p><i>Talk about their feeling using words like 'happy', 'sad', 'angry' or worried.</i></p>						

Celebrating Differences

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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KNOWLEDGE	Know what being proud means and that people can be proud of different things	Know that people have differences and similarities	Know there are stereotypes about boys and girls	Know why families are important	Know that sometimes people make assumptions about a person because of the way they look or act	Know what culture means	Know that there are different perceptions of 'being normal' and where these might come from
	Know that people can be good at different things	Know what bullying means	Know that it is OK not to conform to gender stereotypes	Know that everybody's family is different	Know there are influences that can affect how we judge a person or situation	Know that differences in culture can sometimes be a source of conflict	Know that being different could affect someone's life
	Know what being unique means	Know who to tell if they or someone else is being bullied or is feeling unhappy	Know it is good to be yourself	Know that sometimes family members don't get along and some reasons for this	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying	Know what racism is and why it is unacceptable	Know that power can play a part in a bullying or conflict situation
	Know that families can be different	Know skills to make friendships	Know that sometimes people get bullied because of difference	Know that conflict is a normal part of relationships	Know that what to do if they think bullying is, or might be taking place	Know that rumour spreading is a form of bullying on and offline	Know that people can hold power over others individually or in a group
	Know that people have different homes and why they are important to them	Know that people are unique and that it is OK to be different	Know the difference between right and wrong and the role that choice has to play in this	Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do	Know the reasons why witnesses sometimes join in with bullying and don't tell anyone	Know external forms of support in regard to bullying e.g. Childline	Know that people choose to bully others
	Know different ways of making friends		Know that friends can be different and still be friends	Know that some words are used in hurtful ways and that this can have consequences	Know that first impressions can change	Know that bullying can be direct and indirect	Know why some people with disabilities can lead amazing lives
	Know different ways to stand up for myself		Know where to get help if being bullied			Know how their life is different from the lives of children in the developing world	Know that difference can be a source of celebration as well as conflict
	Know the names of some emotions such as happy, sad, frightened, angry		Know the difference between a one-off incident and bullying				
	Know that they don't have to be 'the same as' to be a friend						
	Know why having friends is important						

	Know some qualities of a positive friendship						
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SKILLS	Identify feelings associated with being proud	Recognise ways in which they are the same as their friends and ways they are different	Understand that boys and girls can be similar in lots of ways and that is OK	Be able to show appreciation for their families, parents and carers	Try to accept people for who they are	Identify their own culture and different cultures within their class community	Empathise with people who are different and be aware of my own feelings towards them
	Identify things they are good at	Identify what is bullying and what isn't	Understand that boys and girls can be different in lots of ways and that is OK	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family	Identify influences that have made them think or feel positively/negatively about a situation	Identify their own attitudes about people from different faith and cultural backgrounds	Identify feelings associated with being excluded
	Be able to vocalise success for themselves and about others successes	Understand how being bullied might feel	Explain how being bullied can make someone feel	Empathise with people who are bullied	Identify feelings that a bystander might feel in a bullying situation	Identify a range of strategies for managing their own feelings in bullying situations	Be able to recognise when someone is exerting power negatively in a relationship
	Identify some ways they can be different and the same as others	Know ways to help a person who is being bullied	Can choose to be kind to someone who is being bullied	Employ skills to support someone who is bullied	Identify reasons why a bystander might join in with bullying	Identify some strategies to encourage children who use bullying behaviours to make other choices	Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
	Recognise similarities and differences between their family and other families	Identify emotions associated with making a new friend	Know how to stand up for themselves when they need to	Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary	Revisit the 'Solve it together' technique to practise conflict and bullying scenarios	Identify their own uniqueness	Identify different feelings of the bully, bullied and bystanders in a bullying scenario
	Identify and use skills to make a friend	Verbalise some of the attributes that make them unique and special	Recognise that they shouldn't judge people because they are different	Be able to recognise, accept and give compliments	Identify their own uniqueness	Be comfortable with the way they look	Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
	Identify and use skills to stand up for themselves		Understand that everyone's differences make them special and unique	Recognise feelings associated with receiving a compliment	Be comfortable with the way they look	Identify when a first impression they had was right or wrong	Appreciate people for who they are
	Recognise emotions when they or someone else is upset, frightened or angry				Be non-judgemental about others who are different	Be able to support children who are being bullied	Show empathy
						Appreciate the value of happiness regardless of material wealth	
						Develop respect for cultures different from their own	

VOCABILARY	Different, Special, Proud, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.	Similarity, Difference, Bullying, Behaviour, Deliberate, Unfair, Included, Bully, Celebrations, Special, Unique	Assumptions, Stereotypes, Bully, Purpose, Feelings, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique.	Family, Safe, Connected, Difference, Conflict, Solutions, Witness, Bystander, Bullying, Hurtful, Compliment, Unique.	Assumption, Judgement, Accept, Influence, Opinion, Attitude, Bullying, Secret, Deliberate, Cyber bullying, Troll, Impression.	Culture, Conflict, Racism, discrimination, Bullying, Rumour, Homophobic, C, Indirect, Direct.	Disability, Impairment, Empathy, Perception, Diversity, Transgender, Gender Diversity, Power, Harassment, Perseverance, Admiration.
	<p>Development matters links</p> <p><i>Gradually understand how others might be feeling.</i></p> <p><i>Show more confidence in new social situations.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Think about the perspectives of others.</i></p> <p><i>Understand gradually how others might be feeling.</i></p>						

Dreams and Goals

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p> <p>Know how to share success with other people</p>	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are important to them</p> <p>Know how they can best overcome learning challenges</p> <p>Know that they are responsible for their own learning</p> <p>Know what their own strengths are as a learner</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know a variety of problems that the world is facing</p> <p>Know how to work with other people to make the world a better place</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p>

SKILLS	<p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Resilience</p> <p>Recognise how kind words can encourage people</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend</p> <p>Recognise their own feelings when faced with a challenge</p> <p>Recognise their own feelings when they are faced with an obstacle</p> <p>Recognise how they overcome an obstacle</p> <p>Can store feelings of success</p>	<p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Recognise other people's achievements in overcoming difficulties</p> <p>Imagine how it will feel when they achieve their dream / ambition</p> <p>Can break down a goal into small steps</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Can identify the feeling of disappointment</p> <p>Can identify a time when they have felt disappointed</p> <p>Be able to cope with disappointment</p> <p>Help others to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Have a positive attitude</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Appreciate the opportunities learning and education can give them</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p> <p>Empathise with people who are suffering or living in difficult situations</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p>
	VOCABULARY	<p>Goal, Challenge, Ambition, Encourage.</p>	<p>Proud, Success, Achievement, Goal, Process, Team-work, Celebrate, Challenge.</p>	<p>Realistic, Strength, Persevere, Difficult, Easy, Team work,</p>	<p>Perseverance, Challenges, Ambitions, Aspirations,</p>	<p>Determination, Resilience, Positive attitude, Disappointment,</p>	<p>Contribution, Society, Determination, Motivation, Aspiration, Culture,</p>

	<p>Development matters links</p> <p><i>See themselves as a valuable individual</i></p> <p><i>Show resilience and perseverance in the face of a challenge</i></p> <p><i>Develop appropriate ways of being assertive</i></p> <p><i>Select and use activities and resources with help when needed that helps them to achieve a goal they've chosen, or one which is suggested to them</i></p>		<p>Product, Obstacle, Overcome, Dreams.</p>	<p>Motivated, Efficient, Responsible, Frustration, Solutions, Evaluate.</p>	<p>Fears, Hurts, Positive experiences, Self-belief, Commitment.</p>	<p>Communication, Support, Difference.</p>	
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Healthy Me							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

KNOWLEDGE	Know the names for some parts of their body	Know the difference between being healthy and unhealthy	Know what their body needs to stay healthy	Know how exercise affects their bodies	Know how different friendship groups are formed and how they fit into them	Know the health risks of smoking	Know how to take responsibility for their own health
	Know what the word 'healthy' means	Know some ways to keep healthy	Know what relaxed means	Know why their hearts and lungs are such important organs	Know which friends they value most	Know how smoking tobacco affects the lungs, liver and heart	Know how to make choices that benefit their own health and well-being
	Know some things that they need to do to keep healthy	Know how to make healthy lifestyle choices	Know what makes them feel relaxed / stressed	Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	Know that there are leaders and followers in groups	Know some of the risks linked to misusing alcohol, including antisocial behaviour	Know about different types of drugs and their uses
	Know that they need to exercise to keep healthy	Know how to keep themselves clean and healthy	Know how medicines work in their bodies	Know that there are different types of drugs	Know that they can take on different roles according to the situation	Know basic emergency procedures including the recovery position	Know how these different types of drugs can affect people's bodies, especially their liver and heart
	Know how to help themselves go to sleep and that sleep is good for them	Know that germs cause disease / illness	Know that it is important to use medicines safely	Know that there are things, places and people that can be dangerous	Know the facts about smoking and its effects on health	Know how to get help in emergency situations	Know that some people can be exploited and made to do things that are against the law
	Know when and how to wash their hands properly	Know that all household products, including medicines, can be harmful if not used properly	Know how to make some healthy snacks	Know a range of strategies to keep themselves safe	Know some of the reasons some people start to smoke	Know that the media, social media and celebrity culture promotes certain body types	Know why some people join gangs and the risk that this can involve
	Know what to do if they get lost	Know that medicines can help them if they feel poorly	Know why healthy snacks are good for their bodies	Know when something feels safe or unsafe	Know the facts about alcohol and its effects on health, particularly the liver	Know that people can develop eating problems / disorders related to body image pressure	Know what it means to be emotionally well
	Know how to say No to strangers	Know how to keep safe when crossing the road	Know which foods given their bodies energy	Know that their bodies are complex and need taking care of	Know ways to resist when people are putting pressure on them	Know what makes a healthy lifestyle	Know that stress can be triggered by a range of things
		Know about people who can keep them safe			Know what they think is right and wrong		Know that being stressed can cause

							drug and alcohol misuse
SKILLS	<p>Recognise how exercise makes them feel</p> <p>Recognise how different foods can make them feel</p> <p>Can explain what they need to do to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p>	<p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Express how it feels to share healthy food with their friends</p>	<p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p>	<p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Accept and respect themselves for who they are</p> <p>Respect and value their own bodies</p> <p>Be motivated to keep themselves healthy and happy</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Recognise that people have different attitudes towards mental health / illness</p> <p>Can use different strategies to manage stress and pressure</p>

<p style="text-align: center;">VOCABILARY</p>	<p>Healthy, Exercise, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>	<p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Hygienic, Medicines, Trust, Safe, Green Cross Code.</p>	<p>Lifestyle, Motivation, Relax, Tense, Calm, Medicines, Balanced diet, Portion, Energy, Fuel, Nutritious.</p>	<p>Oxygen, Energy, Calories, Heartbeat, Fitness, Labels, Drugs, Attitude, Harmful, Risk, Body, Choice.</p>	<p>Healthy, Relationships, Leader, Follower, Assertive, Pressure, Peers, Guilt, Advice, Anxiety, Believe.</p>	<p>Informed decision, Pressure, Influence, Emergency, Recovery position, Body image, Media, Altered, Self-respect, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>	<p>Responsibility, Choice, Immunisation, Prevention, Restricted, Illegal, Substances, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Mental health, Emotional health, Symptoms, Stress, Triggers, Strategies</p>
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Relationships							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

KNOWLEDGE	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
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<p style="text-align: center;">SKILLS</p>	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or upset</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if</p>	<p>Can identify the responsibilities they have within their family</p> <p>Can use Solve-it-together in a conflict scenario and find a win-win outcome</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship</p>	<p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online / social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>
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			they were worried or scared				
VOCABILARY	Family, Relationship, Friend, Words, Feelings, calm.	Belong, Same, Different, Caring, Like, Dislike, Help, Community, Feelings, Confidence, Praise, Skills, Self-belief.	Co-operate, Touch, Physical contact, Acceptable, Not acceptable, Conflict, Secret, Trust, Reliability, Celebrate, Appreciate.	Stereotype, Career, Responsibilities, Differences, Similarities, Solution, Safe, Unsafe, Exploitation, Justice, United Nations, Equality, Deprivation, Appreciation, Gratitude, Celebrate.	Relationship, Jealousy, Emotions, Loss, Memorial, Acceptance, Compromise, Trust, Empathy, Betrayal, Amicable.	Personal attributes, Qualities, Characteristics, Self-esteem, Social media, Rights, Responsibilities, Grooming, Appropriate, Physical health, Mental health, Peer pressure, Influences, Personal information.	Mental health, Stigma, Stress, Anxiety, Support, Warning, Self-harm, Emotions, Bereavement, Power, Control, Authority, Assertive, Risks, Pressure, Influences, Self-control, True / untrue, Assertiveness, Judgement, Technology, Power.
	<p>Development matters links</p> <p><i>Understand gradually how others might be feeling.</i></p> <p><i>Find solutions to conflicts and rivalries.</i></p> <p><i>Play with one or more other children, extending and elaborating play ideas.</i></p> <p><i>Talk with others to solve conflicts.</i></p> <p><i>Build constructive and respectful relationships.</i></p>						

Changing Me							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

KNOWLEDGE	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>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</p>
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			some are unacceptable	that happen during puberty			
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<p style="text-align: center;">SKILLS</p>	<p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify positive memories from the past year in school/ home</p>	<p>Understand and accepts that change is a natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p>	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/ uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p>	<p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can express any concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p> <p>Have strategies for managing the emotions relating to change</p>	<p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>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</p> <p>Can celebrate what they like about their own and others' self-image and body-image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
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			Can say what they are looking forward to in the next year				
VOCABULARY	Baby, Grown-up, Adult, Change , Worry , Excited, Memories .	Changes, Life cycles, Baby, Adult, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Feelings, Coping.	Grow, Control , Life cycle, Baby, Adult, Old, Young, Change , Appearance, Independent, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Acceptable , Unacceptable , Comfortable , Uncomfortable ,	Birth , Babies, Mother, Uterus, Womb, Nutrients, Survive, Love, Affection, Care , Puberty , Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes .	Unique, Parents , Sperm , Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Sexual intercourse, Fertilise, Conception , Puberty , Menstruation , Periods, Emotions, Acceptance.	Body-image , Perception, Self-esteem, Affirmation , Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Puberty , Genitals, Semen, Erection, Ejaculation, Hormones , Testosterone, Ovaries, Egg (Ovum), Period , Conception , Sexual intercourse, Foetus, Contraception , Pregnancy , Menstruation , Sanitary products, Hygiene, Age appropriateness , Legal, Laws, Responsible, Teenager.	Mental health , Period, Fertilised, Unfertilised, Conception , Sexual intercourse , Contraception , Pregnancy , Menstruation , Sanitary products, Hygiene, Age appropriateness , Legal , Laws , attraction, relationship, sexting..

