Relationships, Sex and Health Education (RSHE) Policy

Chair of Governors signature:

Headteacher's signature:

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Person responsible for overseeing the implementation: Assistant Headteacher

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1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are:

- To enable children to understand and respect their bodies and be able to cope with the changes puberty brings
- To help children develop positive and healthy relationships, appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded
- To provide a framework in which sensitive discussions can take place

This policy reflects our school's overarching aims and objectives for our pupils, by supporting their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

2. Statutory requirements

As a maintained primary school, we must provide comprehensive Relationships Education and Health Education to all pupils, as per section 34 of the Children and Social work act 2017.

Although Sex Education is currently **not** compulsory, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of their pupils. We are required to teach the elements of Sex Education contained in the Science Curriculum and will cover any additional content on sex education as recommended in our chosen scheme, 'Jigsaw'.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

At Oakley School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – relevant members of staff collated all necessary information including relevant national and local guidance
2. Staff consultation – all school staff (including Governors) were given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a presentation about the policy and were given the opportunity to ask questions
4. Pupil consultation – small group discussion with a cross-section of pupils from years 4, 5 and 6
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definitions

4a. Defining Comprehensive Relationships Education at Primary School:

1. The Department for Education defines Relationships Education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to Families and People Who Care about me; Caring Friendships; Respectful Relationships; Online Relationships and Being Safe.*

   See Appendix 1 for Relationships Education content as per the DfE Guidance.

2. We believe comprehensive Relationships Education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

3. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures, and all children have the right to feel safe.

4. In addition, we believe comprehensive Relationships Education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and have the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

4b. Defining Health Education at Primary School:

1. The Department for Education defines Health Education as *teaching the characteristics of good physical health and mental wellbeing.* At Oakley School, we believe in order to do this we must provide children with the information needed to make good decisions about their own health and wellbeing.
2. We believe it should enable them to recognise what is normal and what is an issue in themselves and others
3. We believe that if and when issues arise, children need to know how to seek support as early as possible from appropriate sources.
4. Effective teaching of Health Education will reduce stigma attached to health issues, in particular those to do with mental wellbeing. We aim to promote a safe environment which encourages openness to talk and share feelings, underpinning our overarching school values.
5. The Department for Education outlines that effective Health Education ensures that all children are prepared for both the physical and emotional changes that adolescence brings, including the teaching of puberty and key facts about the menstrual cycle.

   See Appendix 2 for Health Education content as per the DfE Guidance.

4C. Defining Sex Education at Primary School:

1. In our school, Sex Education is an opportunity to answer children's questions about where they came from; an opportunity to explore their own stories and to be clear about how a baby is conceived and born. We conclude that Sex Education refers to human reproduction.

2. We believe it is important for children to know the names and natural functions of their body, as reflected in the National Curriculum for Science. By teaching the correct terms for their private parts, children are proven to be safer from abuse.

3. Evidence states that a graduated, age- and stage-appropriate, spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts from becoming taboo and children from becoming embarrassed by the topic.

4. We believe it is the duty of our school to give our young people the knowledge that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

5. Sex Education is not about the promotion of sexual activity

5. Menstruation Well-Being

1. The Department for Education sets out that all pupils should be taught key facts about the menstrual cycle.
2. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially children whose family may not be able to afford or will not provide sanitary products.
3. We recognise that period poverty exists in the UK and that some girls are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.
4. Puberty is occurring earlier than ever before and it is now not uncommon for girls to start their periods whilst in primary school, even in year 4. For this reason, we deliver puberty lessons to girls and boys in years 4, 5 & 6.
5. As part of these lessons all children will be told about menstruation and there will be discussion about what periods are, explanation of other symptoms associated with periods and how they can be managed hygienically and sensitively (as set out in the DfE Guidance).
6. As a school, we ensure that everyone is treated with respect and empathy particularly around changes that take place during puberty such as menstruation.
7. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.
8. In school we have menstruation kits available in year 4, 5 & 6 which contains sanitary products, spare underwear and plastic bags. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.
9. When school trips or residential visits are arranged for years 4, 5 & 6, provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.

6. Curriculum

1. At Oakley School, we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole- school approach through 2 programmes, namely:

   - Protective Behaviours: Taking Care Programme
     as recommended by Warwickshire's Safeguarding Children's board

   - Jigsaw: The Mindful Approach to PSHE
     Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development.

   Both programmes are based on a spiral curriculum beginning in Reception, building on key messages through to year 6.

2. For more information about our curriculum and these schemes, see Appendices 3 and 4

3. For more information on non-statutory objectives covered through our RSHE curriculum, see Appendix 5

7. Delivery of RSHE

1. At Oakley School, RSHE is taught through the final three puzzles (units) in our Jigsaw Scheme: entitled *'Healthy Me'*, *'Relationships'* and *'Changing Me'*.

2. The Relationships and Changing Me units are covered in the summer term. Each year group will be taught appropriate to their age and developmental stage.

3. There are four main aims of teaching RSHE (See section 1)

4. Below is a summary of RSHE coverage within the Jigsaw scheme for each year group.

5. Further detail can be found in Appendix 4. Each year an opportunity will be provided for parents to come into school and view the materials being used/ask any questions they may have about the delivery of the sessions.

Year Group	Jigsaw: Changing Me Puzzle (unit) Summer 2
Reception	Growing up: how we have changed since we were babies
Year 1	Boys' and girls' bodies; naming body parts
Year 2	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
Year 3	How babies grow and how boys' and girls' bodies change as they grow older
Year 4	Internal and external reproductive body parts, body changes and menstruation
Year 5	Puberty for boys and girls, and conception
Year 6	Puberty for boys and girls and understanding conception to birth of a baby

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

7. Both our Protective Behaviours and Jigsaw lessons are delivered by the classroom teachers meaning lessons are delivered in a comfortable environment for our children, based on established rapport and relationships. Staff are also more likely to be aware of any additional needs, support or particularly sensitive topics when delivering content and therefore we believe this makes them ideally placed to deliver this material.

8. For Jigsaw's RSHE Guide for Parents and Carers, see Appendix 6.

8. Roles and responsibilities

8.1 The Governing Body

The governing body has delegated the approval of this policy to the Headteacher.

8.2 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 RSHE (see section 8).

8.3 Staff

Class Teachers are responsible for:

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

Class teachers 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 Curriculum Leader and Headteacher.

All Staff are responsible for:

- Modelling positive attitudes to RSHE
- Responding to the needs of individual pupils

8.4 Pupils

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

9. Parents and Parental Rights to Withdraw

1. We believe that successful teaching around RSHE can only take place when parents and schools work in partnership to ensure children are equipped with the knowledge and understanding to enable them to grow up in a safe and happy environment to form healthy relationships.
2. All new parents to our school will be given information about the RSHE programmes we run as part of their induction to the school.
3. All information related to this policy can also be found on the school website or by contacting the school office.
4. Prior to delivering the RSHE units, we will send a letter to parents to inform them of the dates in which lessons will take place. If you have any questions, special circumstances we should be aware of, or would like any further information, please contact your child's class teacher in the first instance.
5. Parents do not have the right to withdraw their children from Relationships Education, Health Education or lessons included in the Science Curriculum (see Appendix 6)
6. Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSHE, (as outlined in Appendix 5), ***however***, we strongly encourage parents to read the considerations set out in Jigsaw's *RSHE Guidance for Parents* (see Appendix 7) before making this decision.
7. Requests for withdrawal should be put in writing using the form found in Appendix 8 of this policy and addressed to the Headteacher.
8. Alternative PSHE work will be given to pupils who are withdrawn from sex education.

10. Training

1. Staff are trained on the delivery of RSHE as part of their induction and ongoing CPD
2. We maintain a close partnership with the RSHE Network, a component of Compass Warwickshire, to consistently review key themes and actively engage in their continuing professional development (CPD) initiatives.
3. The local authority and Jigsaw providers deliver ongoing support and training to all staff, which is included in our continuing professional development calendar.
4. The Headteacher may also invite visitors from outside the school to provide support and training to staff teaching RSHE. This includes training around safeguarding and answering children's questions age-appropriately.

11. Monitoring arrangements

1. The delivery of RSHE is monitored by the Subject Leader and SLT through:
    - Learning walks
    - Pupil interviews
    - Book monitoring
2. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
3. Much of the work carried out in RSHE is through meaningful discussion and practical activities, but any work produced will be collated into PSHE books, as is the Protective Behaviours work. This acts as evidence of lesson content but also a clear documentation of the spiral curriculum.
4. This policy will be reviewed by Curriculum Lead and Headteacher every two years.
   At every review, the policy will be approved by the staff, Headteacher and Governing Body.

Appendix 1: Relationships Education – Department for Education (DfE) Guidance

See table below for the content laid out in the DfE Guidance

By the end of Primary School:

Families and people who care for me	Pupils should know • 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[13] 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	Pupils should know • 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.

Respectful relationships	Pupils should know • 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	Pupils should know • 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.

Being safe	Pupils should know • 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.

Appendix 2: Health Education – Department for Education (DfE) Guidance

See table below for the content laid out in the DfE Guidance

By the end of primary school:

Mental wellbeing	Pupils should know • 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. • 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	Pupils should know • 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	Pupils should know: • 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	Pupils should know: • 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 3: Protective Behaviours Programme

Taking Care Programme Infants: Reception, Year 1 and Year 2

Theme 1 - We all have the right to feel safe all the time
Theme 2 - There is nothing so awful (or too little) we can't talk about it with someone

Protective Behaviours - Taking Care Programme Infants: Reception, Year 1 & Year 2				
Reception	**Feelings:** There is no such things as good or bad feelings **Theme 1**	**Body Awareness:** Naming Private body parts: Penis, Vulva, & anus Mouths are private too	**EWS/Scary body feelings:** Identifying children's Early Warning Signs (EWS)	**Telling & Secrets:** **Theme 2** Children will construct their own support network hands
Year 1	**Feelings:** Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters **Theme 1**	**Unsafe Feelings & Body Awareness:** Our bodies warn us if we feel unsafe - we call these feelings EWS	**Body Privacy & Secrets:** Naming Private body parts: Penis, Vulva, & anus Mouths are private too Safe & unsafe secrets	**Telling & Networks:** **Theme 2** Children will construct their own support network hands
Year 2	**Feelings, Rights & Responsibilities:** What are Rights & Responsibilities? **Theme 1**	**Unsafe Feelings, Problem Solving:** Recognising EWS Is my fun, fun for everyone?	**Body Awareness & Personal Space:** My body belongs to me No one has the right to touch me in a way I don't like **Theme 2**	**Networks & Using Them:** Children will construct their own support network hands **Theme 2**

Taking Care Programme Juniors: Years 3, 4, 5, and 6

Protective Behaviours - Taking Care Programme Juniors: Years 3,4,5,& 6				
Year 3	**Feelings, Rights & Responsibilities:** A feeling is a feeling, not good or bad, right or wrong. What are rights & responsibilities? **Theme 1**	**Unsafe Feelings:** Identifying children's EWS. Strategies as to what to do when experiencing their EWS.	**Body Awareness & Telling:** My rules for safety & my body. My body belongs to me.	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2**
Year 4	**Rights & responsibilities, Feelings:** Exploring children's rights & responsibilities that come with them. **Theme 1**	**Safe & Unsafe Feelings:** Exploring situations when it feels fun to feel scared. Recognising EWS.	**Exploring Theme 2, Secrets:** Safe & unsafe secrets. **Theme 2**	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2**
Year 5	**Rights & responsibilities, Feelings:** Exploring the Rights of the child. **Theme 1**	**Safe feelings, Fun to Feel Scared & EWS:** Exploring & creating safe places. Situations when it feels fun to feel scared. Recognising EWS.	**Theme 2, Secrets & Networks:** Safe & unsafe secrets. Exploring **Theme 2 and** creating support network hands.	**Using Networks:** Network review - Who makes a good network person? Keep telling.
Year 6	**Rights & responsibilities, Feelings:** Exploring the 'Rights of the Child'. Emotions. **Theme 1**	**Safe feelings, Fun to Feel Scared & EWS:** **Theme 1** Is my fun fun for everyone? Recognising EWS.	**Theme 2, Secrets & Networks:** Safe & unsafe secrets. Exploring. **Theme 2 and** creating support network hands.	**Using Networks:** Network review - Who makes a good network person? Keep telling.

Appendix 4: Jigsaw Programme: RSHE Puzzles (units)

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)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	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	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	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

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Appendix 5: Non- Statutory Sex Education

See highlighted sections in table below. These are the 3 sessions from the Jigsaw programme that are deemed 'Sex Education' and therefore can be withdrawn from

Changes, Puberty and Human Reproduction in Jigsaw - Changing Me Puzzle (Unit 6)		
Y4	Having a baby- *session 2*	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings
	Conception- *session 4*	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us
	Girl talk / boy talk	A chance to ask questions and reflect
	Conception to birth- *session 3*	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

Appendix 6: Science Curriculum

Objectives taught and terminology used in the Science Curriculum as set out in the National Curriculum

YEAR 1

Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

YEAR 2

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Notes and guidance (non-statutory)

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

YEAR 3 and YEAR 4 – nothing linked

YEAR 5

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

YEAR 6

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Appendix 7: Jigsaw Guidance on RSHE for Parents/ Carers

Click the pdf link below to view the document

Jigsaw Guidance on RSHE for Parents/Carers

Appendix 8: Parent/Carer Form:

Request for withdrawal from Sex Education sessions within the Jigsaw Programme

One form per child

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Please indicate (tick) which session(s) you wish to withdraw your child from:			
Year 4 – Session 2			
Year 5 – Session 4			
Year 6 – Session 3			
Reason for withdrawing from sex education within the Jigsaw Programme:			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
Signed and Dated:			

Created: October 2024	G. Welbourne
Reviewed: April 2025	G. Welbourne
Next Review: October 2026 Or when legislation changes	