

# Relationships, Sex and Health Education Policy

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## 1. Introduction – a definition

The teaching of Relationships and Health Education is statutory in primary schools. The science National Curriculum details the elements of Sex Education that must be delivered to primary pupils. Additional curriculum relating to sex education is non-statutory. See **APPENDIX 1** for details of all statutory curriculum coverage.

For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

## 2. Statement of Intent/Aims:

At the CLIC Trust, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, developmentally appropriate and evidence-based Relationships, Sex and Health Education curriculum for all our pupils. This policy sets out the framework for our Relationships, Sex and Health Education curriculum, providing clarity on how it is informed, organised and delivered.

There are three main elements to our RSHE programme:

- Knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

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

- provide information which is relevant and appropriate to the age and maturity of the pupils;
- encourage the exploration and clarification of values and the development of positive attitudes;
- empower, enable and encourage young people to make informed decisions about their own personal relationships;

- enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future;
- include the on-going development of communication and social skills;
- teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others;
- encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way;
- equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty;
- prepare children and young people for the physical and emotional changes of puberty and the transition into adulthood.

### 3. Ethos and Values

Through RSHE, the schools in the CLIC Trust are working towards the promotion of spiritual, moral, cultural, mental and physical development of the child and aim to ensure that their health and well-being is maintained. The RSHE Curriculum at CLIC will reflect the values of our schools, support the PSHE curriculum and will be delivered by trained and confident educators and may also involve the Healthy Schools Specialist on RSHE or a School Nurse. Every pupil should receive their full entitlement to RSHE regardless of their gender, race, ethnicity, faith or sexual orientation (collectively known as the protected characteristics). Our curriculum will encourage children to explore faith, cultural perspectives and sexuality in a respectful way. Parents and carers are key for their child's learning about relationships, sex and health and our schools will always work in partnership with home. We are dedicated to ensuring our curriculum meets the needs of the whole-school community at each CLIC school, and is compliant with our statutory obligations.

### 4. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- **[Regulations]** The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- **[Statutory Guidance]** DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with other school policies.

As a Trust of primary academy schools, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum. In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## 5. RSHE Curriculum Organisation

The school's in the CLIC Trust teach the RSHE content for Years 1-6 using materials from the Jigsaw PSHE (Personal, Social, Health and Economic education) scheme of learning and/or the Manchester Local Authority Growing and Changing programme. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study. The overview of the RSHE content for each year group can be found in **APPENDIX 2**. *The Changing Me content is highlighted as it is still subject to being finalised, following consultation, and we are awaiting the publication of the Manchester Growing and Changing programme updates. This content will be distributed to parents and carers once it is finalised, at least one month prior to delivery.*

The content covers all of the statutory requirements for RSHE, including that required as part of the National Curriculum for Science.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

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

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

It is appropriate to teach pupils about LGBT (Lesbian, Gay, Bisexual, Transgender) and we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. All teaching and materials are appropriate for the contextual circumstances of the pupils, their backgrounds, their developmental stages (and any additional needs, such as SEND) and provide challenge.

The schools seek opportunities to draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible to enhance pupils' learning, particularly:

**Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

**Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

**PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

**Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

**PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 6. The Right to Withdraw

Relationships and health education are statutory at primary and parents/carers **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents/carers have the right to request to withdraw their child from all or part of the sex education curriculum. To enable parents/carers to make an informed decision, the school will always provide a minimum of one month notice prior to teaching any of the sex education curriculum and will provide an overview of the content, for parents/carers to review prior to teaching. Parents/carers can then choose which (if any) lessons they wish to withdraw their child from. The Headteacher will automatically grant withdrawal requests, however, the Headteacher will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education, however the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

At the CLIC Trust schools, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

We conclude that sex education refers to Human Reproduction, and therefore inform parents/carers of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

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The 'Changing Me' materials and resources that will be used in the school's RSHE Programme are available for parents/carers to see in school. A request must be made to the Headteacher who will give parents/carers the opportunity to review the resources.

## **7. Monitoring, Assessing and Reviewing**

To ensure the curriculum content and teaching is effective, the delivery is assessed and evaluated in the classroom. Evaluation of RSHE is carried out via surveys, discussions, assessment or curriculum assessment tasks and attainment descriptors will be used through the delivery of the jigsaw curriculum to measure pupil progress.

RSHE is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for all pupils.

This policy will be reviewed on an annual basis by the RSHE Leaders Working Group and the Trust CEO. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or pupils, and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils. The Board of Trustees is responsible for approving this policy.

## **8. Implementation**

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. They will endeavour to answer pupils' questions sensitively, honestly and appropriate to the pupil's context and developmental stage.

All classrooms will have a means through which children can anonymously post any questions that arise from their RSHE sessions (for example, putting questions into an 'ask it basket'). Children will be guided to ask all questions in this way, to enable the teacher to review the questions and ensure that they are appropriate before discussing them in front of the whole class; this is to make sure that no questions are asked 'live' that would be inappropriate for the age and developmental stage of the pupils. If a teacher doesn't know the answer, this should be acknowledged and if a question is too explicit, is age inappropriate for the pupil or the whole class, then the child would be advised that they will cover this content in later years or may be guided to speak to their parent/carer. The teacher will liaise with the parent/carer(s) if a child has asked a question that could not be answered in class, to discuss the best course of action.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work and will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

## **9. Child Protection/Confidentiality**

The Relationship, Sex and Health Education curriculum (including content taught in RSHE, PSHE and IT) teaches pupils what is and is not acceptable in a relationship; this increased understanding may lead to disclosure of a child protection issue. All staff members will follow the school's procedures and policy for Child Protection/Safeguarding. Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

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## **10. Breaches of the Policy**

All staff are under a contractual obligation to uphold the policy as with all other school policies.

## APPENDIX 1: STATUTORY CURRICULUM CONTENT

*The content detailed in Appendix 1 is statutory, therefore parents/carers do not have the right to withdraw their children from this teaching.*

The statutory curriculum content for **Relationships Education** is as follows:

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability;</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends;</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> <li>• the conventions of courtesy and manners;</li> </ul>

	<ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness;</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive;</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not;</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult;</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard;</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so;</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

The statutory curriculum content for **Health Education** (Physical Health and Mental Well-being) is as follows:

By the end of primary school:

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health;</li> </ul>
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	<ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits;</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;</li> <li>• why social media, some computer games and online gaming, for example, are age restricted;</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p>Physical health and fitness</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle;</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;</li> <li>• the risks associated with an inactive lifestyle (including obesity);</li> </ul>

	<ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content);</li> <li>• the principles of planning and preparing a range of healthy meals;</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary;</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The statutory curriculum content for Science (relating to Relationships, Sex and Health Education) is as follows:

**By the end of Key Stage 1**

**Children should learn to:**

- identify, name, draw and label the basic parts of the human body and animals and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- children should recognise similarities

**By the end of Key Stage 2****Children should learn to:**

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- know about the main stages of the human life cycle, including puberty

There are other relevant sections, which could create opportunity to discuss relationships and sex education further.:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

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## APPENDIX 2: CLIC RSHE CURRICULUM OVERVIEWS (JIGSAW)

### Jigsaw Unit 4 – Healthy Me:

#### Year 1

- **Being healthy**  
I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
- **Healthy choices**
- I know how to make healthy lifestyle choices **Clean and healthy**  
I know how to keep myself clean and healthy, and understand how germs cause disease/ illness. I know that all household products including medicines can be harmful if not used properly
- **Medicine safety**  
I understand that medicines can help me if I feel poorly and I know how to use them safely
- **Road safety**  
I know how to keep safe when crossing the road, and about people who can help me to stay safe
- **Happy, healthy me**  
I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

#### Year 2

- **Being healthy**  
I know what I need to keep my body healthy
- **Being relaxed**  
I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
- **Medicine safety**  
I understand how medicines work in my body and how important it is to use them safely
- **Healthy Eating**  
I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
- **Healthy eating**  
I can decide which foods to eat to give my body energy
- **The healthy me café**  
I can make some healthy snacks and explain why they are good for my body

#### Year 3

- **Being fit and healthy**  
I understand how exercise affects my body and know why my heart and lungs are such important organs
  - **Being fit and healthy**  
I understand how exercise affects my body and know why my heart and lungs are such important organs
  - **What do I know about drugs?**
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I can tell you my knowledge and attitude towards drugs

- **Being safe**

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help

- **Being safe at home**

I understand that, like medicines, some household substances can be harmful if not used correctly

- **My amazing body**

I understand how complex my body is and how important it is to take care of it

#### Year 4

- **My friends and me**

I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most

- **Group dynamics**

I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations

- **Smoking**

I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke

- **Alcohol**

I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol

- **Healthy friendships**

I can recognise when people are putting me under pressure and can explain ways to resist this when I want

- **Celebrating my inner strength and assertiveness**

I know myself well enough to have a clear picture of what I believe is right and wrong

#### Year 5

- **Smoking**

I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart

- **Alcohol**

I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart

- **Emergency aid**

I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.

- **Body image**

I understand how the media and celebrity culture promotes certain body type.

- **My relationship with food**

I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures

- **Healthy me**

I know what makes a healthy lifestyle including healthy eating and the choices I need to

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make to be healthy and happy

### Year 6

- **Food**  
I know the impact of food on the body, e.g. creating energy, giving comfort and altering Mood
- **Drugs**  
I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- **Alcohol**  
I can evaluate when alcohol is being used responsibly, anti-socially or being misused
- **Emergency aid**  
I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations
- **Emotional and mental health**  
I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- **Managing stress**  
I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse

### **Jigsaw Unit 5 – Relationships**

#### Year 1

- Know how to make friends.  
**Families** - I can identify the members of my family and understand that there are lots of different types of families
- Try to solve friendship.  
**Making friends** - I can identify what being a good friend means to me
- Help others to feel part of a group.  
**Greetings** – I know appropriate ways of physical contact to greet my friends and know which ways I prefer
- Show respect in how they treat others.  
**People who help us** - I know who can help me in my school community
- Know how to help themselves or others when they feel upset or hurt.  
**Being my own best friend** - I can recognise my qualities as person and a friend
- Know and show what makes a good relationship.  
Celebrating my special relationships - I can tell you why I appreciate someone who is special to me

#### Year 2

- Know how to make friends  
**Families** - I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
  - Try to solve friendship problems when they occur  
**Keeping safe, exploring physical contact** - I understand that there are lots of forms of
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physical contact within a family and that some of this is acceptable and some is not

- Help others to feel part of a group  
**Friends and conflicts** - I can identify some of the things that cause conflict with my friends
- Show respect in how they treat others  
**Secrets** - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- Know how to help themselves or others when they feel upset or hurt  
**Trust and appreciation** - I recognise and appreciate people who can help me in my family, my school and my community
- Know and show what makes a good relationship  
**Celebrating my special relationships** - I can express my appreciation for the people in my special relationships

### Year 3

- Know how to make friends  
**Family roles and responsibilities** - I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- Try to solve friendship problems when they occur  
**Friendship** - I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener
- Help others to feel part of a group  
**Keeping myself safe** - I know and can use some strategies for keeping myself safe
- Show respect in how they treat others  
**Being a Global Citizen** (part 1) - I can explain how some of the actions and work of people around the world help and influence my life
- Know how to help themselves or others when they feel hurt or upset  
**Being a Global Citizen** (part 2) - I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
- Know and show what makes a good relationship  
**Celebrating my web of relationships** - I know how to express my appreciation to my friends and family

### Year 4

- Know how to make friends  
**Relationships web** - I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant
  - Try to solve friendship problems when they occur  
**Love and loss** - can identify someone I love and can express why they are special to me
  - Help others to feel part of a group  
**Memories** – I can tell you about someone I know that I no longer see
  - Show respect in how they treat others  
**Are animals special?** I can explain different points of view on an animal rights issue
  - Know how to help themselves or others when they feel hurt or upset  
**Special pets** - I understand how people feel when they love a special pet
  - Know and show what makes a good relationship
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**Celebrating my relationships with people and animals** - I know how to show love and appreciation to the people and animals who are special to me

#### Year 5

- Know how to make friends  
**Recognising me** – I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- Try to solve friendship problems when they occur  
**Getting on and falling out** - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- Help others to feel part of a group  
**Girlfriends and boyfriends** (part 1) - I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean
- Show respect in how they treat others  
**Girlfriends and boyfriends** (part 2) - I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean
- Know how to help themselves or others when they feel hurt or upset  
**Relationships and technology** (part 1) - I understand how to stay safe when using technology to communicate with my friends
- Know and show what makes a good relationship  
**Relationships and technology** (part 2) - I can explain how to stay safe when using technology to communicate with my friends

#### Year 6

- Know how to make friends  
**My relationships web** - I can identify the most significant people to be in my life so far
- Try to solve friendship problems when they occur  
**Love and Loss** (part 1) - I know some of the feelings we can have when someone dies or leaves
- Help others to feel part of a group  
**Love and Loss** (part 2) - I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
- Show respect in how they treat others  
**Power and control** - I can recognise when people are trying to gain power or control
- Know how to help themselves or others when they feel hurt or upset  
**Being safe with technology** (part 1) - I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening
- Know and show what makes a good relationship  
**Being safe with technology** (part 2) - I can use technology positively and safely to communicate with my friends and family

**Jigsaw Unit 6 – Changing Me – CONTENT AND SEQUENCING TO BE REVIEWED JANUARY 2021  
– NONE OF THIS CONTENT TO BE TAUGHT UNTIL AFTER THE REVIEW**

#### Year 1

- Understand that everyone is unique and special.
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- **Life cycles** - I am starting to understand the life cycles of animals and humans
- Can express how they feel when change happens.
- **Changing me** - I can tell you some things about me that have changed and some things about me that have stayed the same
- Understand and respect the changes that they see in themselves.
- **My changing body** - I can tell you how my body has changed since I was a baby
- Know how to ask for help if they are worried about change.
- **Learning and growing** - I understand that every time I learn something new I change a little bit
- Are looking forward to change.
- **Coping and changing** - I can tell you about changes that have happened in my life

### Year 2

- Understand that everyone is unique and special.
- **Life cycles in nature** - I can recognise cycles of life in nature.
- Can express how they feel when change happens.
- **Growing from old to young** - I can tell you about the natural process of growing from young to old and understand that this is not in my control
- Understand and respect the changes that they see if themselves.
- **The changing me** - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- Understand and respect the changes that they see in others.
- **Boys' and girls' bodies** - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
- Know how to ask for help if they are worried about change.
- **Assertiveness** - I understand there are different types of touch and can tell you which ones I like and don't like
- Are looking forward to change.
- **Looking ahead** - I can identify what I am looking forward to when I am in Year 3

### Year 3

- Understand and respect the changes that they see in others.
  - **Boys' and girls' bodies** - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina (moved from Year 1)
  - Understand that everyone is unique and special.
  - **How babies grow** - I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
  - Can express how they feel when change happens.
  - **Babies** - I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.
  - Understand and respect the changes that they see if themselves.
  - **Outside body changes**- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process
  - Understand and respect the changes that they see in other people.
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**Inside body changes**- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up

- Know how to ask for help if they are worried about change.

**Family stereotypes** - I can start to recognise stereotypical ideas I might have about parenting and family roles

- Are looking forward to change.

**Looking ahead** - I can identify what I am looking forward to when I am in Year 4

#### Year 4

- Can express how they feel when change happens.

**Having a baby** – I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby

- Understand and respect the changes that they see in themselves.

**Girls and puberty** - I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

- Understand and respect the changes that they see in other people.

**Circles of change** - I know how the circle of change works and can apply it to changes I want to make in my life

- Know how to ask for help if they are worried about change.

**Accepting change** - I can identify changes that have been and may continue to be outside of my control that I learnt to accept

- Are looking forward to change

**Looking ahead** - I can identify what I am looking forward to when I am in Year 5

- Understand that everyone is unique and special.

**Unique me** - I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm

- Understand that everyone is unique and special.

**Self and body image** - I am aware of my own self-image and how my body image fits into that parents and that this happens because I am made from the joining of their egg and sperm

#### Year 5

- Can express how they feel when change happens.

**Puberty for girls** – I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally

- Understand and respect the changes that they see in themselves.

**Puberty for boys** – I can describe how boys' and girls' bodies change during puberty

- Are looking forward to change

**Looking ahead to Year 6** - I can identify what I am looking forward to when I am in Year

- Know how to ask for help if they are worried about change.

**Looking ahead** - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).

- Understand and respect the changes that they see in other people.

**Conception** - I understand that sexual intercourse can lead to conception

and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.

## Year 6

- Understand that everyone is unique and special.  
**My self-image** – I am aware of my own self-image and how my body image fits into that
  - Can express how they feel when change happens.  
**Puberty** – I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
  - Understand and respect the changes that they see in themselves.  
**Girl Talk/Boy Talk** (This can be taught in single, gender specific groups, preferably girls with a female facilitator and boys with a male facilitator)  
I can ask the questions I need answered about changes during puberty.
  - Understand and respect the changes that they see in other people.  
**Babies conception to birth** – I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
  - Know how to ask for help if they are worried about change.  
**Attraction** – I understand how being physically attracted to someone changes the nature of the relationship
  - Are looking forward to change  
**Transition to Secondary School** - I can identify what I am looking forward to and what worries me about the transition to secondary school
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