



# QUEEN VICTORIA PRIMARY SCHOOL

## Government Statutory Policy

### PSHE AND RSE POLICY

Policy Number:	Gov Stat. 19
Approved by:	LGB Meeting 22 <sup>nd</sup> November 2023
Next review due date:	October 2024



## **PSHE and RSE Policy**

At Queen Victoria Primary School, we believe that every child is unique and special.

### **Vision**

All are welcome at Queen Victoria as they develop into pioneers of their own learning, whilst reaching beyond their horizons to become valued citizens of the future.

### **Aims and Key Principles**

Every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as confident citizens of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and ever changing nature of the United Kingdom, and therefore the respectable differences in those we serve. We also understand the vital role we have in ensuring that groups or individuals within school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. As a result, at Queen Victoria, we embrace the British Values of: Democracy, The Rule of Law, Individual Liberty, Mutual Respect, and Tolerance (of those with different faiths and beliefs).

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Pupil Learning Outcomes**

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- have a sense of purpose
- value oneself and others
- develop sensitivity towards the needs of others
- provide knowledge of loving relationships
- promote the importance of a safe and secure relationships
- make and act on informed decisions
- communicate effectively
- teach the fundamentals of human reproduction
- inform children on matters of person hygiene and related health issues
- educate against discrimination and prejudice
- empower children to make informed choices about relationships
- be active citizens in the local community
- have an astute understanding of British Values
- become healthy and fulfilled individuals

## Curriculum Content

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in one graduated, age-appropriate scheme of learning. Teaching strategies are varied, and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in class, school and global community as well as devising Learning Charters.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying), and work around diversity and differences within the community and the wider world.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2	Healthy Me	Includes drug and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of looking at change.

Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through monthly themes that has been developed into a two-year cycle.

### First Year

<b>September</b> Hope	<b>October</b> Respect	<b>November</b> Curiosity (Love of Learning)	<b>December</b> Perseverance (Determination)	<b>January</b> Empathy (Compassion)	<b>February</b> Love
<b>March</b> Thankfulness	<b>April</b> Citizenship (Rule of Law)	<b>May</b> Liberty/Freedom (Democracy)	<b>June</b> Self-Control (Patience)	<b>July</b> Co-Operation (Team Work)	

### Second Year

<b>September</b> Humility	<b>October</b> Joyfulness	<b>November</b> Equality (Unity)	<b>December</b> Honesty	<b>January</b> Trust	<b>February</b> Love
<b>March</b> Helpfulness (Thinking of Others)	<b>April</b> Forgiveness	<b>May</b> Diversity/Tolerance	<b>June</b> Courage	<b>July</b> Responsibility (including for self)	

We also aim to cover aspects of PSHE through special theme days and weeks that are spread across the year:

- Black History
- Healthy Eating
- E-Safety
- Children's Mental Health Week

## Teaching and Learning

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Jigsaw is written as a universal core curriculum provision for all children – inclusivity is part of its philosophy.

As with any lesson at Queen Victoria Primary, we endeavour to ensure that all pupils work within a safe, secure climate where they feel comfortable in sharing their own ideas, thoughts and opinions. Lessons will involve a high level of interaction where each pupil will need to also be respectful of the ideas, thoughts and opinions of others as well as reflecting on their own attitudes and values.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning. Each class will establish their 'Class Charter' in the Autumn Term based on the following:

- We take turns to speak.
- We use kind positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.

Weekly Jigsaw learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. In KS1 and KS2, PSHE lessons are part of the weekly time-table. Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. All classes use circle time to promote and discuss issues within PSHE and citizenship.

Where possible as a school we try to develop our PSHE ethos to many aspects of school life. 'Respect for each other' is one of our school rules. We aim to put this into practise by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PSHE links:

- School Councillors
- Anti-Bullying Ambassadors
- Lead Pioneers
- 

As a school we are aiming to become actively involved in the Healthy Schools Award.

## **Parent and Community Involvement**

Parents are invited to join in events in school:

- Class Assemblies
- Parent/Children Learning Workshops
- Celebration Assemblies

Parents are regularly informed of events and developments on the website and school newsletter.

Working with parents is a vital part of the whole school approach to PSHE.

We aim to involve outside agencies, including our School Nurse, Loudmouth and the School Liaison Police Officer, to deliver aspects of the PSHE curriculum where possible to further enhance and support our Jigsaw programme.

## Relationships and Sex Education (RSE)

RSE is taught in the summer term through the Jigsaw programme.

### Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### Statutory Requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.” DfE Guidance, page 8.

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

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

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

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.” Secretary of State Forward, DfE Guidance 2019, page 4 and 5.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.” DfE Guidance, page 8.

“All schools must have in place a written policy for Relationships Education and RSE.” DfE Guidance, page 11.

Here, at Queen Victoria Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. Therefore, we include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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

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

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

At Queen Victoria Primary we teach RSE as set out in this policy.



## Policy Development

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

1. **Review** – a member of staff with support of a member of the Senior Leadership Team pulled together all relevant information including relevant national and local guidance, and current practices in place at Queen Victoria.
2. **Staff Consultation** – all school staff were given the opportunity to look at the policy and make recommendations to ensure that our proposals fully met the needs of our children.
3. **Parent Consultation** – parents, carers and any other interested parties were invited to attend a meeting where curriculum content and resources were openly shared and discussed.
4. **Pupil Consultation** – we investigated what exactly pupils want from their RSE through small focus groups.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

## Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

## Relationships Education

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

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

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in 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

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

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

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Following our consultations with both parents and staff, at Queen Victoria Primary School, we believe children should have the opportunity to understand the facts about human reproduction before they leave primary school. Therefore, we define Sex Education as understanding human reproduction.

We intend to teach this element of RSE with the support of a trained health care professional in Year 6.

## **Curriculum**

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary Sex Education is not compulsory in primary schools. However, following the consultation process we will provide the opportunity for an 'opt in' lesson in Year 6 that will focus on:

- recognise how I feel about these changes happening to me and how to cope with these feelings
- identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up
- correctly label the internal and external parts of male and female bodies that are necessary for making a baby
- understand that having a baby is a personal choice and express how I feel about having children when I am an adult
- understand how sexual intercourse can lead to conception and that is how babies are usually made
- understand that sometimes people need IVF to help them have a baby

- appreciate how amazing it is that human bodies can reproduce in these ways
- describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- recognise how I feel when I reflect on the development and birth of a baby

For more information about our curriculum, see our Curriculum Map in Appendix 1.

## **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).

The majority of lessons that relate to our RSE curriculum will be taught by the class teacher to ensure that children feel comfortable to ask questions, and are put at ease by the familiarity of the person who is teaching them.

Where there are exceptions, class teachers will support in the classroom with the delivery of content and the answering of questions that children might have. The following sessions will be delivered by a trained healthcare professional and/or a class teacher:

- Year 4 and 5 – Puberty and the Changing Body
- Year 6 – Puberty and the Changing Body
- Year 6 – Conception to Birth

In all of these sessions, whether delivered by the class teacher or a health care professional, children with special educational needs relating to RSE will have their needs addressed both within the class, and where appropriate, on a one- to- one basis.

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

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

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

## **Roles and Responsibilities**

### **The Governing Board**

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

### **The Head Teacher**

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

### **Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher. All class teachers from Nursery to Year 6, including the Senior Leadership Team and Higher Level Teaching Assistants, who might cover class teachers, will be responsible for teaching RSE at Queen Victoria Primary School.

### **Pupils**

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

### **Parents' Right to Withdraw**

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. This applies to the lessons that will be provided to Year 6 by a trained health care professional with the support of their class teacher around the topic of 'Conception'. Parents will be informed of this lesson with enough time for a decision to be made and for their own questions to be answered. These sessions will be on an 'opt in' basis where we will seek your permission for your child's participation.

Once a child has been withdrawn or where permission has not been given they cannot take part until the request for withdrawal has been removed or permission has been given.

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

## Training

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

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

## Monitoring arrangements

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

The delivery of RSE is monitored by Emily Hughes (Assistant Curriculum Lead), Becky Wood (Curriculum Lead) and Kirsty Walker (Deputy Head Teacher) through:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of evidence in pink books or displays in classrooms
- Staff meetings to review and share ideas

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

This policy will be reviewed by Emily Hughes (Assistant Curriculum Lead). At every review, the policy will be approved by governing board, **Sam Hagerman (RSE Governor)** and Cath Rindl, the head teacher.

## Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held by their peers.

## Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to an opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly but should be addressed individually if more appropriate. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if there are any concerns.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer questions appropriately and offer support.

### **Involving Parents and Carers**

Queen Victoria believes that it is important to have the support of parents, carers and the wider community for the social, emotional and personal development of each child. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/Carer consultation sessions
- Parents'/Carers' evenings
- Information leaflets and displays

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect their own experiences. Evidence will also be shared on class Jigsaw/PSHE displays and through the effective use of their class Pink Book.

### **Confidentiality and Child Protection Issues**

We recognise that Relationships and Sex Education is highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home or personal circumstances. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

# Appendix 1

## Curriculum Map




### Curriculum Map – EYFS


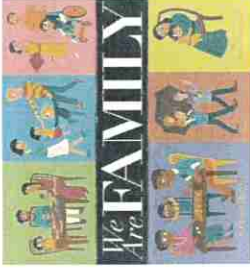

Term	Puzzle Piece Details	Additional Opportunities	Suggested books to support learning...
Autumn 1	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Who... Me?</li> <li>• How am I feeling today?</li> <li>• Being at School</li> <li>• Gentle Hands</li> <li>• Our Rights</li> <li>• Our Responsibilities</li> </ul>		<p>'Only One You' by Linda Kranz</p> 
Autumn 2	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• What am I good at?</li> <li>• I'm Special, I'm Me!</li> <li>• Families</li> <li>• Houses and Homes</li> <li>• Making Friends</li> <li>• Standing Up for Yourself</li> <li>•</li> </ul>		<p>'All are Welcome' by Alexandra Penfold</p> 
Spring 1	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Challenge</li> <li>• Never Giving</li> <li>• Setting a Goal</li> <li>• Obstacles and Support</li> <li>• Flight to the Future</li> <li>• Footprint Awards</li> </ul>		<p>'Up and Down' by Oliver Jeffers</p> 

Spring 2	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Everybody's Body</li> <li>• We like to move it, move it!</li> <li>• Food, Glorious Food</li> <li>• Sweet Dreams</li> <li>• Keeping Clean</li> <li>• Stranger Danger</li> </ul>		<p>'Funnybones' by Allan and Janet Ahlberg</p> 
Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• My Family and Me!</li> <li>• Make friends, make friends, never ever break friends</li> <li>• Falling Out and Bulling</li> <li>• Being the best friends we can be</li> </ul>		<p>'Sharing a Shell' by Julia Donaldson</p> 
Summer 2	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• My Body</li> <li>• Respecting My Body</li> <li>• Growing Up</li> <li>• Fun and Fears</li> <li>• Celebration</li> </ul>		<p>'The Tiger Who Came to Tea' by Judith Kerr</p> 

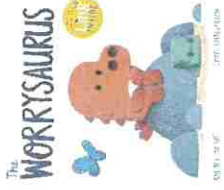






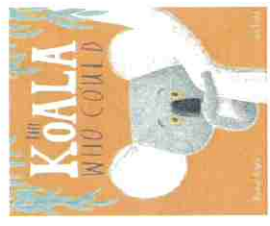
# Curriculum Map – Year 1

Term	Puzzle Piece Details	Key Vocabulary		Additional Opportunities	Suggested books to support learning...
Autumn 1	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>• Special and safe</li> <li>• My class</li> <li>• Rights and Responsibilities</li> <li>• Rewards and Feeling Proud</li> <li>• Consequences</li> <li>• Owning our Learning Charter</li> </ul>	safe special calm belonging rights responsibilities learning charter rewards	proud consequences upset disappointed illustration		<b>'Paddington'</b> by Michael Bond 
Autumn 2	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>• The same as...</li> <li>• Different from...</li> <li>• What is bullying?</li> <li>• What do I do about bullying?</li> <li>• Making new friends</li> <li>• Celebrating difference; celebrating me</li> </ul>	different difference similarity similar same as bullying behaviour deliberate on purpose unfair	included bully bullied celebration difference unique special		<b>'Elmer'</b> by David McKee 
Spring 1	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• My Treasure Chest of Success</li> <li>• Steps to Goals</li> <li>• Achieving Together</li> <li>• Stretchy Learning</li> <li>• Overcoming Obstacles</li> <li>• Celebrating My Success</li> </ul>	proud success achievement goal treasure coins learning stepping stones obstacle overcome	process dreams garden working together team work celebrate challenge feelings achieve internal treasure chest		<b>'We're Going on a Bear Hunt'</b> by Michael Rosen and Helen Oxenbury 

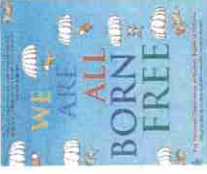

Spring 2	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Being Healthy</li> <li>• Healthy Choices</li> <li>• Clean and Healthy</li> <li>• Medicine Safety</li> <li>• Road Safety</li> <li>• Happy, Healthy Me</li> </ul>	<p>healthy unhealthy balanced exercise sleep choices clean body parts toiletry items toothbrush shampoo soap keeping clean</p>	<p>hygiene hygienic safe medicines trust safety green cross code eyes ears look listen wait</p>		<p>'I will never not eat a tomato' by Lauren Child</p> 
Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Making Friends</li> <li>• Greetings</li> <li>• People Who Help Us</li> <li>• Being My Own Best Friend</li> <li>• Celebrating My Special Relationships</li> </ul>	<p>family belong different same friends friendships qualities caring sharing kind greeting touch feel texture like dislike</p>	<p>help helpful community feelings confidence praise qualities skills self-belief incredible proud celebrate relationships special appreciate feelings</p>		<p>'We are Family' * by Patricia Hegarty and Ryan Wheatcroft</p> 
Summer 2	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Life Cycles</li> <li>• Changing Me</li> <li>• My Changing Body</li> <li>• Boys' and Girls' Bodies</li> <li>• Learning and Growing</li> <li>• Coping with Changes</li> </ul>	<p>changes life cycle baby adulthood change adult grown up mature male female penis testicles vagina nipples breasts anus tummy feet</p>	<p>belly button nose head mouth fingers knees arm ear eyes bottom learn new grow feelings anxious worried excited coping</p>		<p>'Moving Molly' by Shirley Hughes</p> 



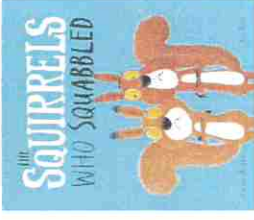
## Curriculum Map – Year 2


Term	Puzzle Piece Details	Key Vocabulary			Additional Opportunities	Suggested books to support learning...
Autumn 1	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>Hopes and Fears for the Year</li> <li>Rights and Responsibilities</li> <li>Rewards and Consequences</li> <li>Our Learning Charter</li> <li>Owning our Learning Charter</li> </ul>	worries hopes fears belonging rights responsibilities responsible	consequence positive negative choices co-operate learning charter problem solving	actions praise rewards		'The Worrysaurus' by Rachel Bright 
Autumn 2	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Boys and Girls</li> <li>Why does bullying happen?</li> <li>Standing up for myself and others</li> <li>Gender Diversity</li> <li>Celebrating difference and still being friends</li> </ul>	boys girls similarities assumptions shield stereotypes special unique bully	feelings sad lonely help on purpose difference different kind unkind	stand up for male female diversity fairness kindness value purpose		'Frog and Toad are Friends' by Arnold Lobel 
Spring 1	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Goals to Success</li> <li>My Learning Strengths</li> <li>Learning with Others</li> <li>A Group Challenge</li> <li>Celebrating Our Achievement</li> </ul>	realistic proud success celebrate achievement goal strengths	partner team work challenge product dream group problem solve	persevere challenge difficult easy learning together		'Almost Anything' by Sophie Henn 

Spring 2	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Being Healthy</li> <li>• Being Relaxed</li> <li>• Medicine Safety</li> <li>• Healthy Eating</li> <li>• Happy, Healthy Me!</li> </ul>	<p>healthy choices</p> <p>lifestyle</p> <p>motivation</p> <p>relax</p> <p>relaxation</p> <p>tense</p> <p>calm</p> <p>healthy</p>	<p>safe</p> <p>body</p> <p>balanced diet</p> <p>portion</p> <p>proportion</p> <p>energy</p> <p>fuel</p> <p>nutritious</p>	<p>unhealthy</p> <p>dangerous</p> <p>medicines</p>	<p><b>'Breathe Like a Bear'</b> by Kira Willey</p> 
Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Keeping Safe (Exploring Physical Contact)</li> <li>• Friends and Conflict</li> <li>• Secrets</li> <li>• Trust and Appreciation</li> <li>• Celebrating my Special Relationships</li> </ul>	<p>family</p> <p>different</p> <p>similarities</p> <p>special</p> <p>relationship</p> <p>important</p> <p>cooperate</p> <p>touch</p> <p>physical contact</p> <p>communication</p> <p>hugs</p> <p>like</p> <p>dislike</p> <p>positive</p>	<p>friends</p> <p>conflict</p> <p>point of view</p> <p>positive</p> <p>problem solving</p> <p>secret</p> <p>surprise</p> <p>good secret</p> <p>worry secret</p> <p>telling</p> <p>adult</p> <p>acceptable</p> <p>not acceptable</p>	<p>trust</p> <p>surprised</p> <p>happy</p> <p>sad</p> <p>frightened</p> <p>trust</p> <p>trustworthy</p> <p>negative</p> <p>appreciate</p> <p>honesty</p> <p>reliability</p> <p>compliments</p> <p>celebrate</p>	<p><b>'Who's in a family?'</b> by Robert Scutch</p> 
Summer 2	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Life Cycles in Nature</li> <li>• Growing from Young to Old</li> <li>• The Changing Me</li> <li>• Boys' and Girls' Bodies</li> <li>• Assertiveness</li> <li>• Looking Ahead</li> </ul>	<p>change</p> <p>grow</p> <p>life cycle</p> <p>control</p> <p>baby</p> <p>adult</p> <p>fully grown</p> <p>growing up</p> <p>old</p> <p>young</p> <p>respect</p> <p>appearance</p> <p>physical</p> <p>toddler</p> <p>child</p>	<p>independent</p> <p>timeline</p> <p>freedom</p> <p>responsibilities</p> <p>boy, male</p> <p>girl, female</p> <p>penis</p> <p>testicles</p> <p>vagina</p> <p>public</p> <p>private</p> <p>looking forward</p> <p>excited</p> <p>nervous</p> <p>anxious</p> <p>happy</p>	<p>touch</p> <p>texture</p> <p>cuddle</p> <p>hug</p> <p>squeeze</p> <p>like</p> <p>dislike</p> <p>acceptable</p> <p>unacceptable</p> <p>comfortable</p>	<p><b>'The Koala Who Could'</b> by Rachel Bright and Jim Field</p> 

## Curriculum Map – Year 3




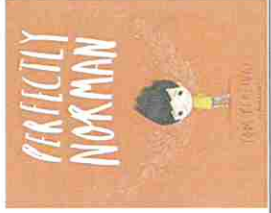
Term	Puzzle Piece Details	Key Vocabulary			Additional Opportunities	Suggested books to support learning...
Autumn 1	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Getting to Know Each Other</li> <li>• Our Nightmare School</li> <li>• Our Dream School</li> <li>• Rewards and Consequences</li> <li>• Our Learning Charter</li> <li>• Owning our Learning Charter</li> </ul>	welcome valued achievements proud pleased personal goal praise acknowledge affirm emotions feelings	nightmare fears worries solutions support rights responsibilities dream behaviour rewards consequences	actions fairness choices co-operate challenge group dynamics team work view point ideal belong		<p>'We are all born free' by Blackwell's</p> 
Autumn 2	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Family Conflict</li> <li>• Witness and feelings</li> <li>• Witness and solutions</li> <li>• Words that harm</li> <li>• Celebrating difference: Compliments</li> </ul>	family loving caring safe connected difference special conflict solutions resolve witness	bystander bullying gay unkind feelings tell consequences hurtful	compliment special unique difference similarity		<p>'and Tango makes three' by Justin Richardson and Peter Parnell</p> 

Spring 1	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• My Dreams and Ambitions</li> <li>• A New Challenge</li> <li>• Our New Challenge</li> <li>• Overcoming Obstacles</li> <li>• Celebrating My Learning</li> </ul>	<p>perseverance challenges success obstacles dreams goals ambitions future aspirations garden decoration goal team work</p>	<p>enterprise design co-operation challenge product strengths motivated enthusiastic excited efficient responsible</p>	<p>obstacles frustration solution review learning self-review celebrate evaluate</p>		<p>‘Me...Jane’ by Patrick McDonnell</p> 
Spring 2	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Being Fit and Healthy</li> <li>• What do I know about drugs?</li> <li>• Being Safe</li> <li>• Safe or Unsafe?</li> <li>• My Amazing Body</li> </ul>	<p>oxygen energy calories kilojoules heartbeat lungs heart fitness labels sugar</p>	<p>fat saturated fat healthy drugs attitude safe anxious scared strategy advice</p>	<p>harmful risk feelings complex appreciate choice</p>		<p>‘Ruby’s Worry’ by Tom Percival</p> 
Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Family Roles and Responsibilities</li> <li>• Friendship</li> <li>• Keeping Myself Safe Online</li> <li>• Being a Global Citizen</li> <li>• Celebrating my Web of Relationships</li> </ul>	<p>men women male female unisex role job responsibilities differences similarities respect stereotype risks safety rules worried concerned scared</p>	<p>conflict solution problem solving friendship win-win inequality United Nations equality justice happiness celebrating relationships appreciation relieved global family thank you</p>	<p>safe unsafe dangers dangerous hazards transport interconnected food journeys climate trade needs wants rights deprivation anxious</p>	<p><b>Loudmouth - Bully 4 U</b> (Bullying, Online Safety and Emotional Health)</p>	<p>‘The Squirrels Who Squabbled’ by Rachel Bright and Jim Field</p> 



<p>Summer 2</p>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• How Babies Grow</li> <li>• Babies</li> <li>• Outside Body Changes</li> <li>• Inside Body Changes</li> <li>• Family Stereotypes</li> <li>• Looking Ahead</li> </ul>	<p>changes birth animals babies mother growing up grow baby uterus womb roles challenge</p>	<p>nutrients survive love affection care change puberty control nervous anxious happy looking forward</p>	<p>male female testicles sperm penis ovaries egg womb vagina stereotypes task excited</p>		<p>'Little Tree' by Loren Long</p> 
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## Curriculum Map – Year 4



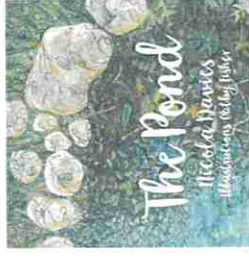
Term	Puzzle Piece Details	Key Vocabulary	Additional Opportunities	Suggested books to support learning...
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Autumn 1	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Becoming a Class 'Team'</li> <li>• Being a School Citizen</li> <li>• Rights, Responsibilities and Democracy</li> <li>• Rewards and Consequences</li> <li>• Our Learning Charter</li> <li>• Owning Our Learning Charter</li> </ul>	<p>included excluded welcome valued team charter role job description school community responsibility observer</p>	<p>rights responsibilities democracy reward consequence democratic decisions voting authority role contribution</p>	<p>decisions choices UN convention child</p>	<p>'The Election' by Eleanor Levenson</p> 
Autumn 2	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Judging by Appearances</li> <li>• Understanding Influences</li> <li>• Understanding Bullying</li> <li>• Problem-Solving</li> <li>• Special Me</li> <li>• Celebrating Difference: How We Look</li> </ul>	<p>character assumption judgement surprised different appearance accept influence opinion attitude</p>	<p>bullying friend secret deliberate on purpose bystander witness problem solve cyber bullying text message</p>	<p>website troll special unique characteristics physical features impression changed</p>	<p>'The Name Jar' by Yangsook Choi</p> 
Spring 1	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Hopes and Dreams</li> <li>• Broken Dreams</li> <li>• Overcoming Disappointment</li> <li>• Creating New Dreams</li> <li>• Achieving Goals</li> <li>• We Did It!</li> </ul>	<p>dream hope goal determination perseverance resilience positive attitude disappointment fears hurt positive experiences</p>	<p>plans cope help self-belief motivation commitment team work enterprise design co-operation</p>	<p>review learning strengths success celebrate evaluate</p>	<p>'Salt in his shoes' by Deloris and Roslyn Jordan</p> 
Spring 2	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• My Friends and Me</li> <li>• Group Dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Healthy Friendships</li> <li>• Celebrating My Inner Strength and Assertiveness</li> </ul>	<p>Friendships Emotions Healthy relationships friendship groups value roles leader follower assertive agree disagree</p>	<p>smoking pressure peers guilt advice alcohol liver disease</p>	<p>anxiety fear believe assertive opinion right wrong</p>	<p>'Perfectly Norman' by Tom Percival</p> 








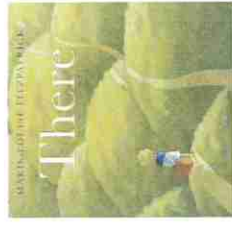
Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and Loss</li> <li>• Memories</li> <li>• Getting on and Falling Out</li> <li>• Girlfriends and Boyfriends</li> <li>• Celebrating My Relationships with People and Animals</li> </ul>	<p>relationship</p> <ul style="list-style-type: none"> <li>close</li> <li>distant</li> <li>contribute</li> <li>mutual benefit</li> <li>belonging</li> <li>caring</li> <li>loss</li> <li>strategy</li> <li>shock</li> <li>disbelief</li> <li>numb</li> <li>denial</li> <li>despair</li> </ul>	<p>hopelessness</p> <ul style="list-style-type: none"> <li>relief</li> <li>acceptance</li> <li>depression</li> <li>souvenir</li> <li>memento</li> <li>memorial</li> <li>memories</li> <li>special</li> <li>remember</li> <li>vegetarianism</li> <li>opinion</li> <li>sadness</li> </ul>	<ul style="list-style-type: none"> <li>symbol</li> <li>care</li> <li>cope</li> <li>strategies</li> <li>feelings</li> <li>love</li> <li>appreciation</li> <li>debate</li> <li>respect</li> <li>special pet</li> <li>anger</li> <li>guilt</li> <li>pain</li> </ul>	<p><b>Loudmouth - Bully 4 U (Bullying, Online Safety and Emotional Health)</b></p>	<p>'Ida, Always' by Caron Levis</p> 
Summer 2	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Unique Me</li> <li>• Girls and Puberty</li> <li>• Circles of Change</li> <li>• Accepting Change</li> <li>• Looking Ahead</li> </ul>	<p>reproduction</p> <ul style="list-style-type: none"> <li>emotions</li> <li>unique</li> <li>characteristics</li> <li>parents</li> <li>puberty</li> <li>nervous</li> </ul>	<ul style="list-style-type: none"> <li>control</li> <li>change</li> <li>acceptance</li> <li>anxious</li> <li>happy</li> <li>personal</li> <li>excited</li> </ul>	<ul style="list-style-type: none"> <li>menstruation</li> <li>periods</li> <li>circle</li> <li>seasons</li> <li>change</li> <li>control</li> <li>change</li> <li>looking forward</li> </ul>	<p>School Nurse Session – Puberty and the Changing Body</p>	<p>'The Bear, the Piano, the Dog and the Fiddle' by David Litchfield</p> 

Term	Puzzle Piece Details	Key Vocabulary			Additional Opportunities	Suggested books to support learning...
Autumn 1	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>• My Year Ahead</li> <li>• Being a Citizen of My Country</li> <li>• Year 5 Responsibilities</li> <li>• Rewards and Consequences</li> <li>• Our Learning Charter</li> </ul>	education appreciation opportunities goals motivation vision hopes challenge rights responsibilities citizen	persecution conflict asylum migrant wealth poverty prejudice privilege deprive rewards	cooperation collaboration participation motivation denied empathise refugee consequences choices learning		'My Name is not Refugee' by Kate Milner 
Autumn 2	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>• Different Cultures</li> <li>• Racism</li> <li>• Rumours and Name-Calling</li> <li>• Types of Bullying</li> <li>• Does Money Matter?</li> <li>• Celebrating Difference across the world</li> </ul>	culture conflict difference similarity belong racism colour race discrimination ribbon	bullying rumour name-calling racist homophobic cyber bullying texting problem-solving indirect direct	happiness continuum developing world celebration artefacts display presentation		'Willy the Wimp' by Anthony Browne 
Spring 1	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• Hopes and Dreams</li> <li>• Broken Dreams</li> <li>• Overcoming Disappointment</li> <li>• Creating New Dreams</li> <li>• Achieving Goals</li> <li>• We did it!</li> </ul>	dream hope goal determination perseverance resilience positive attitude disappointment fears hurt resilience	positive experiences plans cope help self-belief motivation commitment evaluate	team work enterprise design cooperation review learning strengths celebrate		'Maybe' by Kobi Yamada 

Spring 2	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Emergency Aid</li> <li>• Body Image</li> <li>• My Relationship with Food</li> <li>• Healthy Me</li> </ul>	<p>choices healthy unhealthy behaviour informed decision pressure media influence comparison</p>	<p>emergency procedure recovery position calm level-headed body image media social media celebrity altered self-respect</p>	<p>eating problem eating disorder respect pressure debate opinion fact choices lifestyle motivation</p>	<p><b>'Julian is a Mermaid'</b> by Jessica Love</p> 
Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognising Me</li> <li>• Safety with Online Communities</li> <li>• Being an Online Community</li> <li>• Online Gaming</li> <li>• My Relationship with Technology</li> <li>• Relationships and Technology</li> </ul>	<p>characteristics personal qualities attributes self-esteem boyfriend girlfriend attraction pressure personal comfortable body language safe technology communicate</p>	<p>pressures resist risk harm identify feelings emotions positive negative jealousy body language compromise friendships</p>	<p>negotiate compromise trust loyalty anger betrayal empathy personal information choice technology communicate vulnerable</p>	<p><b>'Troll Stinks!'</b> by Jeanne Willis and Tony Ross</p> 
Summer 2	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Self and Body Image</li> <li>• Puberty for Girls</li> <li>• Puberty for Boys</li> <li>• Looking Ahead</li> </ul>	<p>self self-image body image self-esteem perception characteristics aspects affirmation puberty menstruation periods sanitary towels sanitary pads change hope</p>	<p>tampons ovary vagina womb/uterus teenager milestone perceptions responsibilities fear excitement anxious fertilisation pregnancy</p>	<p>sperm semen testicles/testes erection ejaculation wet dream larynx facial hair growth spurt hormones manage opportunities emotions</p>	<p><b>'The Pond'</b> by Nicola Davies</p> 

## Curriculum Map – Year 6

Term	Puzzle Piece Details	Key Vocabulary	Additional Opportunities	Suggested books to support learning...
Autumn 1	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• My Year Ahead</li> <li>• Being A Global Citizen</li> <li>• The Learning Charter</li> <li>• Our Learning Charter</li> <li>• Owning our Learning Charter</li> </ul>	<p>goals worries fears value welcome choice Ghana West Africa Cocoa plantation Cocoa pods machete democracy</p> <p>normal ability disability visual impairment empathy perception medication vision blind male female diversity celebration</p>	<p>responsibilities rewards consequences obstacles cooperation collaboration legal illegal lawful laws participation proud</p>	<p><b>'Last Stop on Market Street'</b> by Matt de la Pena</p> 
Autumn 2	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Am I normal?</li> <li>• Understanding Difference</li> <li>• Power Struggles</li> <li>• Why Bully</li> <li>• Celebrating Difference</li> </ul>	<p>transgender gender diversity courage fairness rights responsibilities power struggle imbalance control harassment bullying stamina</p>	<p>bullying behaviour direct indirect argument recipient Paralympian achievement accolade disability sport perseverance admiration difference conflict</p>	<p><b>'Wonder'</b> by R.J. Palacio</p> 
Spring 1	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Personal Learning Goals</li> <li>• Steps to Success</li> <li>• My Dream for the World</li> <li>• Helping to Make a Difference</li> <li>• Recognising Our Achievements</li> </ul>	<p>dream hope goal learning strengths stretch achievement personal realistic unrealistic</p>	<p>admire respect praise contribution compliment recognition achievement success criteria feeling</p>	<p><b>'Boundless Sky'</b> by Amanda Addison and Manuela Adreani</p> 

<p>Spring 2</p> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility for my health and well-being</li> <li>• Drugs</li> <li>• Exploitation</li> <li>• Gangs</li> <li>• Emotional and Mental Health</li> <li>• Managing Stress and Pressure</li> </ul>	<p>responsibility choice immunisation prevention drugs effects motivation prescribed unrestricted over-the-counter restricted</p>	<p>exploited vulnerable drugs criminal gangs pressure strategies reputation anti-social illegal volatile substances 'legal highs'</p>	<p>mental health emotional health mental illness symptoms stress triggers strategies managing stress pressure behaviour crime</p>	<p><b>'Happy: A Children's Book of Mindfulness'</b> by Nicola Edwards</p> 
<p>Summer 1</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• What is Mental Health?</li> <li>• My Mental Health</li> <li>• Love and Loss</li> <li>• Power and Control</li> <li>• Being Online: Real or Fake? Safe or Unsafe?</li> <li>• Using Technology Responsibly</li> </ul>	<p>significant relationship special feelings close important power control authority bullying script assertive</p>	<p>strategies communication technology cyberbullying abuse safety emotions sadness loss grief hurt</p>	<p>pain change bereavement coping strategies denial despair guilt shock hopelessness anger acceptance</p>	<p><b>'The Heart and the Bottle'</b> by Oliver Jeffers</p> 
<p>Summer 2</p> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• My Self Image</li> <li>• Puberty</li> <li>• Boyfriends and Girlfriends</li> <li>• Real self and Ideal self</li> <li>• The Year Ahead</li> </ul>	<p>self-image self-esteem real self celebrity opportunities freedoms responsibilities puberty trust respect hormones tampon breasts independence grown up attraction</p>	<p>relationship friends transition secondary looking forward journey pubic hair voice breaks menstruation semen growing taller hips widen facial hair erection hopes excitement</p>	<p>wet dream ovulation masturbation sanitary towels clitoris testicles sperm underarm hair penis vagina womb feeling moody fallopian tube worries anxiety</p>	<p><b>'There'</b> by Marie-Louise Fitzpatrick</p>  <p>School Nurse Session – Puberty and the Changing Body School Nurse 'Opt In' Session – Conception to Birth</p>



## Appendix 2

### Jigsaw RSE Content

The grid below shows specific Relationship and Sex Education learning intentions for each year group in the 'Changing Me' Puzzle. The Year 6 'Opt In' session is an amalgamation of Jigsaw Pieces that specifically cover Sex Education from across KS2. It was decided through the consultation process that these would not be taught where they were originally planned due to the nature of these topics.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina</li> <li>respect my body and understand which parts are private</li> </ul>
2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>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</li> <li>tell you what I like/don't like about being a boy/girl</li> </ul>
3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>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</li> <li>express how I feel when I see babies or baby animals</li> </ul>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>express how I might feel if I had a new baby in my family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
4	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> <li>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</li> <li>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
5	Piece 2 Puberty and Girls	<ul style="list-style-type: none"> <li>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>understand that puberty is natural process that happens everybody and that it will be OK for me</li> </ul>
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>describe how boys' and girls' bodies change during puberty</li> <li>express how I feel about the changes that will happen to me during puberty</li> </ul>
6	Piece 2 Puberty	<ul style="list-style-type: none"> <li>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>ask the questions I need answered about changes during puberty</li> <li>reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	Piece 5 Attraction	<ul style="list-style-type: none"> <li>understand how being physically attracted to someone changes the nature of the relationship</li> <li>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> </ul>

<p>Year 6 Opt In Sex Education Lesson</p> <p>These session(s) will be an amalgamation of Year 3 (Piece 4), Year 4 (Piece 2), Year 5 (Piece 4) and Year 6 (Piece 3).</p>	<ul style="list-style-type: none"> <li>• identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• recognise how I feel about these changes happening to me and how to cope with these feelings</li> <li>• correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>• understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> <li>• understand how sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• understand that sometimes people need IVF to help them have a baby</li> <li>• appreciate how amazing it is that human bodies can reproduce in these ways</li> <li>• describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
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The following has been set out by the Department for Education in their statutory guidance document entitled 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

**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"> <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>
Caring friendships	<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>
Respectful relationships	<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> <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	<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	<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> </ul>

	<ul style="list-style-type: none"><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>
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