



**ST MARTIN'S SCHOOL**

**Health, Relationships and Sex Education Policy**

**2f**

Date: March 2021

Date for Review: March 2024



## Introduction - Moral and Values Framework

Health, Relationship and Sex Education (HRSE) will reflect the values of the Life Studies and Science programme. HRSE will be taught in the context of relationships. In addition, HRSE will promote self-esteem, social, physical and emotional health and mental wellbeing. It will begin to equip pupils with the knowledge, skills and positive values needed to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work, and in their community as well as the wider world they live in.

## Aims and Objectives for HRSE

The aim of HRSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of HRSE are to provide pupils with:-

- the knowledge and information to which all pupils are entitled
- clarification and reinforcement of existing knowledge
- opportunities to raise self-esteem and confidence, especially in their relationships with others.
- understanding of their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- development of their skills (language, decision making, choice, assertiveness) and make the most of these abilities.
- the confidence to be members of society and to value themselves and others.
- access to information and support
- skills for a healthier safer lifestyle
- opportunities to develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- awareness to respect and care for their bodies
- information to be prepared for puberty and adulthood

## The teaching programme for HRSE

**A detailed overview of the content to be taught can be found in Appendix 1 and 2.**

## Health Education

Health Education will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco



- Health
- Basic First Aid
- Changing adolescent body

The Healthy Me unit covers most of the statutory Health Education, but 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 unit.

### Relationship Education

The Relationships unit in the Jigsaw Scheme covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in the scheme 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 throughout the year and across the curriculum.

#### By the end of Year 6 pupils should know about:

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

#### By the end of secondary school pupils show know about:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe

Intimate and sexual relationships, including sexual health

(Please note as we only teach Year 7 and 8 not all aspects of this will be covered.)

More detailed copies of the expected outcomes can be found on the [Government website](#).  
[Department for Education: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)  
[Department for Education: Understanding Relationships and Health Education in your child's Primary School: a guide for parents.](#)



[Department for Education: Understanding Relationships and Health Education in your child's Secondary School: a guide for parents.](#)

## Sex Education

From September 2020 all primary schools are required to deliver Relationships Education and all secondary schools will be required to deliver Relationship and Sex Education.

There is no right to withdraw from Relationships Education or Health Education across the school for pupils that have reached compulsory school age. This is in line with the Government's Guidelines 2019.

However, boys in Kindergarten through to Year 6 can still request to withdraw their children from Sex Education taught in lessons other than Science, where it remains compulsory. During Science lessons the following topics relating to RSE are covered. Parents *do not* have the right to withdraw their child/children from these lessons.

### National Curriculum in England: Science Programmes of Study

#### Key Stage 1

*Animals, including humans:*

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Key stage 2

*Animals, including humans:*

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.
- construct and interpret a variety of food chains, identifying producers, predators and prey.



- describe the changes as humans develop to old age.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- describe the ways in which nutrients and water are transported within animals, including humans.

#### *Living things and their habitats*

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.

#### *Evolution and Inheritance*

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

As part of the Biology component of the Common Entrance syllabus at 11+, Year 6 study Human Reproduction after the summer half term.

The exact requirements are as follows:

1. Physical and emotional changes that take place during adolescence.
2. The human reproductive system, including the menstrual cycle and fertilisation.

-the terms gamete and zygote; the relative sizes and numbers of eggs and sperm and their roles; that fertilisation is the union of a sperm with an egg, bringing together through the genes some of the characteristics of both parents; the structure and functions of the human reproductive system and how sperm and egg are brought together; the menstrual cycle in outline only.

The topic will be delivered professionally and with sensitivity at all times, working within the parameters of the syllabus.

### **Key Stage 3**

#### *Nutrition and Digestion*

- the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed.
- calculations of energy requirements in a healthy daily diet.



- the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.
- the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- the importance of bacteria in the human digestive system.
- plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.

*Reproduction:*

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the fetus through the placenta.
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

*Health*

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Every child is entitled to receive HRSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.

It is our intention that all children have the opportunity to experience a programme of HRSE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **The Organisation of HRSE**

Head of Life Studies is the designated teacher with responsibility for coordinating HRSE for Life Studies lessons.

Head of Science is responsible for coordinating Sex Education for Science lessons.

HRSE is delivered through Science, Life Studies, literacy activities and circle time. HRSE is taught by Form Tutors/Class Teachers, Science teachers and if appropriate, outside visitors.

A range of teaching methods are used to teach Health, Relationship and Sex Education. These include use of video clips, discussion, looking at case studies and role play.



Resources to teach Health, Relationship and Sex Education include fiction, reference books, leaflets and extracts from videos.

HRSE is monitored and evaluated by Head of Life Studies in liaison with Form teachers, the Leadership Team and the SMT as part of the School's development plan. As a result of this process changes will be made to the Health, Relationship and Sex Education programmes as appropriate.

### **Specific Issues Parental consultation**

Parents/Carers were consulted via email and were sent copies of the Life Studies Scheme of Learning (Policy) and the Health, Relationship and Sex Education Policy. In addition, they were emailed the weekly overviews for the HRSE curriculum for their consideration. (All of which can be found on the Parent Portal.) Parents/Carers were asked for any feedback and suggestions to be sent to Mrs Roberts (Head of Life Studies) or Mr Dunn (Headmaster) that could be reflected in the policy, as well as any questions they may have had about any of the documentation they had received.

Both Staff and Governors were also consulted (via email and Zoom) and were invited to contribute to the policy.

Parents of children in Kindergarten to Year 6 have the right to withdraw them from the Sex Education Curriculum which is taught outside the Science Curriculum, which remains compulsory. The school will inform parents when this is due to happen and will provide them with an opportunity to view all the resources being used, in order to make an informed decision.

Parents with children in Year 7 and 8 do not have the right to withdraw their children from any aspects of the teaching of Relationship and Sex Education but will still be informed about what is being taught and given the opportunity to view all the resources being used to teach this area of study.

### **Safeguarding Confidentiality**

Throughout the School, our boys are taught about consent and safeguarding. This recognises the importance of our boys having a voice and a safe space to speak up about issues, such as those raised by 'Everyone Invited'. We strive to provide an environment where our pupils can learn about consensual and respectful relationships to 'foster healthy and respectful peer-to-peer communication and behaviour between boys' and girls' and to 'provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach' as cited by the DFE.



Some of the specific activities linked to consent and safeguarding are cited in Jigsaw's "What is the Jigsaw PSHE 3-16 approach to safeguarding and consent?" document and are incorporated into our medium-term plans.

Teachers are aware that HRSE, brings an understanding of what is and is not acceptable in a relationship, which may lead to the disclosure of a safeguarding issue. The member of staff will then need to follow the Safeguarding Policy.

## Equality

The DfE Guidance 2019 states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

Our comprehensive Scheme of Work based around the Jigsaw – The Mindful approach to PSHE promotes the importance of equality and protected characteristics in a child-centred way. In the autumn term, all the children throughout the School complete a unit of work based around the unit 'Celebrating Difference.' This allows the children to learn about their similarities and differences and diversity in an age appropriate way. In addition, in the summer term they explore a unit about 'Relationships' where they look at families, friendships, stereotypes, pets, animals, love and loss which fulfils our aims to disseminate the importance of the Equality Act.

Some of the specific activities linked to the Equality Act and Protected Characteristics can be cited in the Jigsaw Document 'Jigsaw PSHE, The Equality Act and Protected Characteristics' and are included in our medium term plans.

## Links with other policies

This policy is linked with the following policies:

Life Studies

Equal Opportunities

Safeguarding

Suspected Substance Abuse

Anti-bullying

Confidentiality

## Dealing with difficult questions

Ground rules are essential during HRSE in order to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question





box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, alternative provision will be made.

### **Use of visitors**

In line with the Government's 2019 HSRE Guidelines the 'Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.'

When appropriate visiting professionals are involved in the delivery of any aspect of HRSE, they will be checked prior to addressing the pupils, as with all visiting speakers to St Martin's

### **Monitoring, Evaluation and Review**

Monitoring is the responsibility of the Head Teacher and the teacher with responsibility for HRSE (Head of Life Studies). The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, questionnaires to teachers and children and feedback from parents. The effectiveness of the HRSE programme will be evaluated by assessing children's learning with changes being implemented if required.

In addition, Governors, staff and parents continue to have the opportunity to review the content being taught and the policies, which are reviewed and modified accordingly.



## Appendix 1 - Health Education Weekly Overview

### Kindergarten

- Lesson 1 **Jigsaw**  
Every bodies body – Name body parts.  
Head, shoulders, knees and toes - effect of exercise.
- Lesson 2 **Jigsaw**  
Things I need to be healthy.  
Move, run about outside, how do we feel?  
What gives us energy?
- Lesson 3 **Jigsaw**  
Healthy foods.  
Make healthy sandwiches – Healthy/Unhealthy fillings for a sandwich.  
Effects of healthy/unhealthy foods.
- Lesson 4 **Jigsaw**  
Sleep and keeping clean.  
What do we need to go to sleep? – Grow and repair.  
Why do we wash our hands, teeth and keep clean?
- Lesson 5 **Jigsaw**  
If I get lost.  
What does a stranger look like?  
Say NO and DON'T GO.

### Reception

- Lesson 1 **Jigsaw**  
Understanding how exercise keeps us healthy.
- Lesson 2 **Jigsaw**  
Understanding how moving and resting keeps us healthy.
- Lesson 3 **Jigsaw**  
Learning which foods are healthy and which are not so healthy.  
Understand how to make a healthy eating choice.
- Lesson 4 **Jigsaw**  
Understand why sleep is good for me.  
Know how to help myself get to sleep.
- Lesson 5 **Jigsaw**  
Learn how to wash my hands thoroughly.  
Understand why hand washing is important, especially before eating and after going to the toilet.
- Lesson 6 **Jigsaw**  
Understand what a stranger is.  
Learn how to stay safe if a stranger approaches.

### Year 1

- Lesson 1 **Jigsaw**  
Understand the difference between being healthy and unhealthy.  
Know some ways to keep myself healthy.



- Lesson 2 **Jigsaw**  
Know how to make healthy lifestyle choices.  
Feel good about myself when I make healthy choices.
- Lesson 3 **Jigsaw**  
Know how to keep myself clean and healthy.  
Understand how germs cause disease or illness.  
Know that all household products, including medicines can be harmful if not used properly.
- Lesson 4 **Jigsaw**  
Understand that medicines can help me if I feel poorly.  
Know how to use medicines safely.
- Lesson 5 **Jigsaw**  
Know how to keep safe when crossing the road.  
Recognise people who can help me to stay safe.
- Lesson 6 **Jigsaw**  
Appreciate why my body is amazing.  
Identify ways to keep my body safe and healthy.
- Year 2
- Lesson 1 **Jigsaw**  
Know what I need to keep my body healthy.  
Be motivated to make healthy life choices.
- Lesson 2 **Jigsaw**  
Show or tell someone what relaxed means and know things that make me feel relaxed and stressed.  
Tell when a feeling is weak or a feeling is strong.
- Lesson 3 **Jigsaw**  
Understand how medicine works in my body and the importance of using them safely.  
Feel positive about caring for my body and keeping it healthy.
- Lesson 4 **Jigsaw**  
Sort food into the correct food groups and know which food my body needs every day.  
Have a healthy relationship with food and know which ones I like best.
- Lesson 5 **Jigsaw**  
Make some healthy snacks and know why they are good for my body.  
Express how it feels to share healthy snacks with my friends.
- Lesson 6 **Jigsaw**  
Decide which foods to eat to give my body energy.  
Have a healthy relationship with food and know which foods are most nutritious for my body.

During the spring term in the Main School the boys will take part in School Council Elections, beginning and end of term target setting and reviews. Some year groups will also be



conducting their class assemblies and time has been set aside for planning and preparation. This is why there are less lessons than in Pre-Prep.

Year 3

Lesson 1

**Jigsaw**

Understand how exercise affects my body.  
know why my heart and lungs are such important organs.

Lesson 2

**Jigsaw**

Understand the need to be active to keep my body healthy.  
Set myself a fitness challenge.

Lesson 3

**Jigsaw**

Identify things, people and places that I need to keep safe from.  
Know some strategies for keeping myself safe including who to go to for help.  
Express how being anxious or scared feels.

Lesson 4

**Jigsaw**

Understand that, like medicines, some household substances can be harmful if not used correctly.  
Take responsibility for keeping myself and others safe at home.

Lesson 5

**Jigsaw**

Review fitness challenge.  
Look at ways to keep physically healthy.

Year 4

Lesson 1

**Jigsaw**

Recognise how different friendship groups are formed and how to feel valued in them.  
Recognise when people's actions make me feel embarrassed, hurt or inadequate and how to manage my emotions.

Lesson 2

**Jigsaw**

Recognise the changing dynamics between people in different groups.  
Develop an awareness of how different people and groups impact on me and who I want to be friends with.

Lesson 3

**Jigsaw**

Use animal characteristics and qualities to explore friendship issues.  
Recognise who I want to be friends with.

Lesson 4

**Jigsaw**

Understand the facts about smoking and its effects on health.  
Realise some of the reasons why some people start to smoke.  
Begin to know how to act assertively to resist pressure from themselves and others.

Lesson 5

**Jigsaw**

Understand the facts about alcohol and its effects on health, particularly the liver.  
Know some of the reasons why people drink alcohol.

Year 5

Lesson 1

**Jigsaw**



Understand what body image is.  
Reflect on my own body image.  
Know how important a positive body image is and to accept and respect who I am.  
Understand how the media and celebrity culture promotes certain body types.

Lesson 2

**Jigsaw**

Reflect on my own body image and know how important it is that this is positive and to accept and respect myself for who I am.

Reflect positively about another person and their attributes.

Lesson 3

**Jigsaw**

Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.

Consider how to keep motivated towards a healthy lifestyle

Lesson 4

**Jigsaw**

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

Respect and value my body.

Year 6

Lesson 1

**Jigsaw**

Know the impact of food on the body, e.g. creating energy, giving comfort and altering mood.

To be motivated to give my body the best combination of food for my physical and emotional health.

Lesson 2

**Jigsaw**

Consider ways to improve my current lifestyle choices and how to motivate myself to achieve those goals.

Lesson 3

**Jigsaw**

Understand what it means to be emotionally well.

Explore people's different attitudes towards mental health/illness.

Know how to help myself feel emotionally healthy and to recognise when I need help with this.

Lesson 4

**Jigsaw**

Understand the term mental and emotional health.

Explore attitudes towards mental health/illness.

Explore the differences between mental and physical illness.

Recognise my own feelings and how to deal with them and when to get help

Year 7

Lesson 1

**Jigsaw**

Recognise anxiety and stress in myself.

Develop ways to help myself when I feel stressed or anxious.

Describe techniques I use to manage my emotions.

Lesson 2

**Jigsaw**

Understand how health can be affected by emotions.



- Develop a range of ways to keep myself well and happy.  
Recognise when I feel stressed and the triggers associated with this.  
Understand how physical activity can help combat stress.  
Understand that how I express my feelings can have a significant impact both on both myself and others.
- Lesson 3 **Jigsaw**  
Know about different substances and the effects they have on the body and why some people use them.  
Know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others.  
Learn about controlled drugs and the law.
- Lesson 4 **Jigsaw**  
Understand the positive impact of healthy lifestyle choices on my body and mind.  
Explain why everyone needs to take responsibility for their health.
- Lesson 5 **Jigsaw**  
Understand the positive impact of healthy lifestyle choices such as exercise and sleep on my body and mind.  
Explain why everyone needs to take responsibility for their health.
- Year 8
- Lesson 1 **Jigsaw**  
Recognise factors that help ensure good health in the longer term.  
Recognise the factors that can impact negatively on dental health and describe the steps that can be taken to keep teeth and gums healthy.  
Understand my responsibility for my health.
- Lesson 2 **Jigsaw**  
Know about different substances and the effects they have on the body and why some people use them.  
Know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others.
- Lesson 3 **Jigsaw**  
Understand what the law says about substance use and possession.  
Awareness of some steps that can be taken to avoid engaging in high-risk behaviour in relation to substance use.  
Know what county line are.
- Lesson 4 **Jigsaw**  
Describe some of the links between substances and exploitation of young people.  
Awareness of some steps that can be taken to avoid engaging in high-risk behaviour in relation to Substance use.
- Lesson 5 **Jigsaw**  
Understand the role of medicines and the differing views on this.  
Know that vaccines are not available for all illnesses.



Recognise that decisions about my health depend on having access to accurate Information.



## Appendix 2 - Relationships and Sex Education Weekly overviews

Kindergarten

Lesson 1

**Jigsaw**

Belonging to a class – community.  
Listening to the chime.  
Respecting each other.  
Expected classroom behaviour.

Lesson 2

**Jigsaw**

Understanding a challenge.  
Keep trying until I can do something.  
Set 1 minute challenge – Was it easy or hard? – Keep trying.

Lesson 3

**Jigsaw**

Setting a goal.  
Hard challenge.  
Do we give up?  
Their achievements – Receiving a class certificate.

Lesson 4

**Jigsaw**

Obstacles and support.  
How do you feel when people say unkind/kind words?  
Friends help you achieve – doing things together.

Lesson 5

**Jigsaw**

Celebrating dreams and goals.  
Different jobs that adults do – mime jobs.  
What job would they like to do.

Lesson 6

**Jigsaw**

What am I good at?  
Choose object to reflect what they are good at.

Lesson 7

**Jigsaw**

I'm special.  
I'm me - Favourite food, toy etc.

Lesson 8

**Jigsaw**

Families.  
Look at pictures/photographs – Being part of a family.

Lesson 9

**Jigsaw**

Houses and homes.  
Different types of homes – Where do you live? What makes your home special?

Lesson 10

**Jigsaw**

Making friends.  
How to make new friends.  
What do good friends do?

Lesson 11

**Jigsaw**

Standing up for yourself.  
Please don't do this – tell an adult.





Reception

- Lesson 1 **Jigsaw**  
Identifying jobs I do in my family.  
Feelings of belonging.
- Lesson 2 **Jigsaw**  
Making friends to stop oneself from feeling lonely.  
Understanding how to be a good friend.
- Lesson 3 **Jigsaw**  
Thinking ways of solving relationship problems.  
Understanding how to be a good friend.
- Lesson 4 **Jigsaw**  
Understanding the impact of unkind words.  
Understanding how to be a good friend.
- Lesson 5 **Jigsaw**  
How to manage feelings of frustration/anger.  
How to use 'Calm Me' to support feelings.  
Understanding how to be a good friend.
- Lesson 6 **Jigsaw**  
Naming parts of the body.  
Using the word 'penis' for my private parts.
- Lesson 7 **Jigsaw**  
Keeping healthy.  
Learning how to respect my body.
- Lesson 8 **Jigsaw**  
Understand the human lifecycle.  
To understand that we start life as a baby.
- Lesson 9 **Jigsaw**  
Moving to Year 1 and discussing feelings.  
Discussing worries about Year 1.
- Lesson 10 **Jigsaw**  
Celebrating Reception.  
Sharing memories of the year.
- Year 1
- Lesson 1 **Jigsaw**  
To identify the members of their family.  
To understand there are different types of family.  
To know how it feels to care about people who are important to them.
- Lesson 2 **Jigsaw**  
To know what being a good friend means.  
To know how to make a new friend.
- Lesson 3 **Jigsaw**  
To know appropriate ways of physical contact to greet a friend.  
To know which ways of greeting that they prefer.  
To recognise which forms of physical contact are acceptable /unacceptable to them.



- Lesson 4 **Jigsaw**  
To know who can help in the school community.  
To know when help is needed and how to ask for it.
- Lesson 5 **Jigsaw**  
To recognise their personal qualities as a person and as a friend.  
To say why they appreciate someone who is special to them.
- Lesson 6 **Jigsaw**  
To start to understand the life cycle of animals and humans.  
To understand changes happen as we grow and that these are ok.
- Lesson 7 **Jigsaw**  
To speak about some things that have changed and some things that have not.  
To know that changes are ok and that they will sometimes happen whether we want them or not.
- Lesson 8 **Jigsaw**  
To explain how their body has changed since they were a baby.  
To know that growing is natural and that everyone changes at different rates.
- Lesson 9 **Jigsaw**  
To identify parts of the body which make boys different from girls.  
To use the name penis.  
To respect their body and understand which parts are private.
- Lesson 10 **Jigsaw**  
To know that when they learn something it changes them a little.  
To enjoy learning new things.  
To talk about changes that have happened to them.  
To know some ways to cope with these changes.
- Year 2
- Lesson 1 **Jigsaw**  
Identifying different members of the family and understand the relationship to each of them.  
Accept everyone's family is different and most people value their family.
- Lesson 2 **Jigsaw**  
Understanding physical forms of contact – some of this is acceptable and some of this is not.  
Know which type of contact we like and be able to talk about it.
- Lesson 3 **Jigsaw**  
Identify some of the things that cause conflict in friendships.  
Demonstrate positive problem-solving to resolve conflict.
- Lesson 4 **Jigsaw**  
Keeping secrets – understanding that sometimes it can be good and sometimes it cannot.  
Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
- Lesson 5 **Jigsaw**



- Trust and appreciation – recognising who can help in school, families and communities.  
Understand how it feels to trust someone.
- Lesson 6 **Jigsaw**  
Recognise cycles of life in nature.  
Understand there are some changes outside of my control and to recognise this.
- Lesson 7 **Jigsaw**  
The natural process of growing young to old.  
Identifying people I respect older than me.
- Lesson 8 **Jigsaw**  
Recognise how my body has changed since being a baby.  
Feeling proud about becoming independent.
- Lesson 9 **Jigsaw**  
Recognise the physical differences between boys and girls and use the correct name for the parts of the body. (penis and testicles)  
Know that some parts of my body are private.
- Lesson 10 **Jigsaw**  
Understand the different types of touch and be able to explain which ones I like and which ones I don't.  
Be confident about my choices and ask for help.
- Year 3
- Lesson 1 **Jigsaw**  
Identify roles and responsibilities of family members.  
Reflect on the expectations for males and females in the family.  
Describe how taking responsibility for my family duties and how it makes me feel.  
Recognise male and female Jobs – Stereotyping.
- Lesson 2 **Jigsaw**  
Identify and put into practice some friendship skills.  
Know how to negotiate in conflict situations to try to find a resolution.
- Lesson 3 **Jigsaw**  
Know and use some strategies for keeping myself safe online.  
Know who to ask for help if I am worried or concerned about anything online.
- Lesson 4 **Jigsaw**  
Understand how my needs and rights are shared by children around the world and identify how our lives may be different.  
Understand the difference between a want and a need.  
Demonstrating empathy with children whose lives are different to mine and appreciate what I may learn from them.  
Awareness of the United Nations Convention on the Rights of the Child.
- Lesson 5 **Jigsaw** Know how to express my appreciation to my friends and family and enjoy being part of a family and friendship groups.
- Lesson 6 **AC Black SRE 7-9 / Christopher Winters**  
Identify different types of touch and how it makes us feel.



- Know that I have the right to say what I like and dislike and ways of dealing with unwanted touch.  
Understand the idea of personal space.
- Lesson 7 **Christopher Winters**  
Explore different types of families and who to go to for help and support.  
Understand that all families are different and have different family members.
- Lesson 8 **AC Black SRE 7-9**  
Recognise different types of families.  
Understand the meaning of diversity.
- Lesson 9 **Jigsaw**  
Recognise stereotypical ideas I might have about parenting and family roles.  
Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.  
Challenging stereotypes by looking at the jobs people do.
- Lesson 10 **Jigsaw**  
Identify what I have enjoyed this year and what I am looking forward to when I move to my next class.  
Start to think about changes I will make next year and know how to go about this.
- Year 4
- Lesson 1 **Jigsaw**  
Recognise situations which can cause jealousy in relationships.  
Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.
- Lesson 2 **Jigsaw**  
Identify someone I love and express why they are special to me.  
Know how most people feel when they lose someone or something they love.  
Recognise some feelings associated with loss.
- Lesson 3 **Jigsaw**  
Tell you about someone I know that I no longer see.  
Understand that we can remember people even if we no longer see them.  
Share special people, places and items.  
Recognise the importance of memories and remembering.
- Lesson 4 **Jigsaw**  
Recognise how friendships change.  
Know how to make new friends and how to manage when I fall out with my friends.  
Know how to stand up for myself and how to negotiate and compromise.
- Lesson 5 **Jigsaw**



Know how to show love and appreciation to the people and animals who are special to me.

Know that I can love and be loved.

Lesson 6

**Jigsaw**

Understand that in animals and humans lots of changes happen between conception and growing up.

Recognise some changes that occur from birth to a child to an adult.

Identify what babies can/cannot do.

Express how I feel when I see babies or baby animals.

Lesson 7

**Jigsaw**

Understand that some of my personal characteristics have come from being part of both my mother and father.

Appreciate that I am a truly unique human being.

Lesson 8

**Jigsaw**

Know how to manage changes in my life and family circumstances.

Be confident to try to make changes when I think they will benefit me.

Lesson 9

**Jigsaw**

Identify changes that have been and may continue to be outside of my control.

Appreciate and learn to accept that changes will happen in my life.

Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.

Recognise environmental changes in the world around them.

Lesson 10

**Jigsaw**

Identify what I have enjoyed this year and what I am looking forward to when I move to my next class.

Start to think about changes I will make next year and know how to go about this.

Year 5

Lesson 1

**Jigsaw**

Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.

Know how to keep building my own self-esteem and confidence.

Lesson 2

**Jigsaw**

Understand that belonging to an online community can have positive and negative consequences.

Recognise when an online community feels unsafe or uncomfortable.

Lesson 3

**Jigsaw**

Understand there are rights and responsibilities in an online community or social network.

Recognise when an online community is helpful or unhelpful to me.



- Lesson 4 know what to do when things go wrong online.  
**Jigsaw**  
Recognise when I am spending too much time using devices. (screen time)  
Identify things I can do to reduce screen time, so my health is not affected.
- Lesson 5  
**Jigsaw**  
Explain how to stay safe when using technology to communicate with my friends.  
Appreciate the risks of being online and messaging others we do not know.  
Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.
- Lesson 6 **BBC clip - Body Odour**  
Understand the importance of personal hygiene.
- Lesson 7 **AC Black SRE 7-9**  
Understand basic hygiene principles.  
Understanding that bacteria can cause unpleasant smells and can damage their health.
- Lesson 8 **AC Black SRE 9-11**  
Understand the importance of personal hygiene and the effect of hormones/activity have on our bodies.  
Identify important elements of keeping myself well groomed.
- Lesson 9 Interview Preparation.
- Lesson 10 Interview Preparation.  
Identify what I have enjoyed this year and what I am looking forward to when I move to my next class.  
Start to think about changes I will make next year and know how to go about this.
- Year 6
- Lesson 1 **Jigsaw**  
Know that it is important to take care of my mental health.  
Understand that people can get problems with their mental health and that it is nothing to be ashamed of.
- Lesson 2 **Jigsaw**  
Know how to take care of my mental health.  
Help myself and others when worried about a mental health problem.  
Recognise signs of problems and how to deal with them.
- Lesson 3 **Jigsaw**  
Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.  
Recognise when I am feeling those emotions and have strategies to manage them Stages of grief.
- Lesson 4 **Jigsaw**  
Recognise when people are trying to gain power or control.  
Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.



- Lesson 5 **Jigsaw**  
Judge whether something online is safe and helpful for me.
- Lesson 6 **Jigsaw / AC Black SRE 9-11**  
Resist pressure to do something online that might hurt myself or others.  
Recognise what puberty is and some of the changes that will occur.  
Appreciate puberty is a natural part of growing up for everyone.  
Identify how boys' and girls' bodies change on the outside during this growing up process.  
Recognise how I feel about these changes happening to me and know how to cope with those feelings.
- Lesson 7 **Jigsaw / AC Black SRE 9-11**  
Recognise what puberty is and some of the changes that will occur.  
Appreciate puberty is a natural part of growing up for everyone.  
Identify how boys' and girls' bodies change on the outside during this growing up process.  
Recognise how I feel about these changes happening to me and know how to cope with those feelings.  
Understand there are some changes you can and some changes you cannot control.
- Lesson 8 **Christopher Winters / Hair in Funny Places by Babette Cole /AC Black SRE 7-9 /AC Black SRE 9-11 Page 41**  
To identify some facts about puberty, reproduction and pregnancy.  
learn about the physical changes associated with puberty.  
Know about the physical and emotional changes that happen in puberty.  
Know that each person experiences puberty differently.
- Lesson 9 **Jigsaw**  
Describe how boys' bodies change during puberty.  
Express how I feel about the changes that will happen to me during puberty.  
Animation of the male reproductive system
- Lesson 10 **Jigsaw**  
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.  
Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.  
Animation of female reproductive system
- Year 7  
Lesson 1 **Jigsaw**  
Identify characteristics and benefits of positive, strong, supportive, relationships.  
Understand what expectations might be of having a romantic/ attraction relationship.



- Understand what is meant by consent.  
Understand/recognise the range of positive qualities people bring to relationships.  
Understand why respect for the other person's wishes is important in relationships.
- Lesson 2 **Jigsaw**  
Identify the supportive relationships in my life.  
Understand/recognise the characteristics of some of the supportive relationships in my life.  
Know that relationships change and suggest how to manage this.  
Recognise that my emotions and feelings can change regularly.
- Lesson 3 **Jigsaw**  
Identify emotions and feelings in the different relationships I have.  
Recognise and appreciate the qualities I bring to different relationships in my life.  
Appreciate that people can react differently to similar situations.
- Lesson 4 **Jigsaw**  
Recognising the differences between assertive, passive and aggressive.  
Recognise when to use assertiveness in some of my relationships.  
Recognise when to apply assertiveness to my relationships when appropriate.  
Know my rights and responsibilities when I need to be assertive.
- Lesson 5 **Jigsaw**  
Understand that discernment is an important skill when being a consumer of media.  
Understand discernment and how it is important in relationships.
- Lesson 6 **Your Life Book 1 / AC Black SRE 9-11**  
Recognise the changes that occur during puberty to boys.
- Lesson 7 **Your Life Book 1 / AC Black SRE 9-11**  
Recognise the changes that occur during puberty to girls.
- Lesson 8 **Jigsaw**  
Understand the changes that happen during puberty.  
Express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned.
- Lesson 9 **Jigsaw**  
Know some of the changes in my brain during puberty.  
Understand some of the emotional changes during puberty.  
Understand that food, hormones, sleep and physical activity can affect my moods  
Know where to access support if I am worried about adolescence.  
Know some ways to support myself and others during times of change.
- Lesson 10 **Jigsaw**  
Know that the media can have a positive or negative impact on a person's self-esteem or body image.  
Know where to go for help if I am worried about my body image or self-esteem.  
Understand how self-image is linked to self-esteem.





Apply strategies to build my self-esteem.

Year 8

Lesson 1

**Jigsaw**

Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised.

Understand that social media can both positively and negatively affect how I feel about myself.

Appreciate the importance of having a healthy relationship with myself and how it can affect my thoughts, feelings and self-esteem.

Know some things I can do to manage the impact of how social media makes me feel about myself.

Lesson 2

**Jigsaw**

Understand that relationships can cause strong feelings and emotions.

Understand that all relationships have positive and less positive aspects.

Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practiced.

Know ways to take control of relationships which do not feel comfortable.

Lesson 3

**Jigsaw**

Understand what is meant by personal space and how this varies across my relationships both online and offline.

Recognise how personal space differs across different cultures.

Understand etiquette and manners in relation to privacy both online and offline.

Know some steps that can be taken if my personal space, privacy or both are being threatened.

Lesson 4

**Jigsaw**

Understand what is meant by control, power balance and coercion in a relationship.

Know what a good relationship looks like and how to protect myself from an unhealthy relationship.

Lesson 5

**Jigsaw**

Understand how to use social media appropriately, safely and legally.

Recognise how personal safety can be compromised online.

Know some of the laws about online use and social media.

Understand some of the emotional risks associated with inappropriate use of social media.

Know what to do if I am worried about my online or offline safety.

Lesson 6

**Jigsaw**

Understand that there are different kinds of relationships.

Consider the important things a couple should consider before having a baby.

Lesson 7

**Jigsaw**

Understand sexual intercourse can lead to conception and that is how babies are usually made.

Understand that sometimes people need egg donation, artificial insemination, surrogacy, or IVF to help them have a baby.

Appreciate how amazing it is that human bodies can reproduce in these ways.



Animation of the male and female reproductive system.

Lesson 8

**Jigsaw**

Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.

Understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I do not want to.

Understand what sexting is and its consequences.

Lesson 9

**Jigsaw**

Understand there are a range of feelings associated with attraction.

Recognise some of the physical and emotional changes that couples have when they are attracted to each other.

Recognise some of the healthy and unhealthy things about relationships.

Lesson 10

**Jigsaw**

Understand the range of feelings associated with attraction.

Recognise the difference between love and a crush.

Recognise that attraction towards others takes many forms and can change over time to help manage them.