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## 1. 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

We believe that RSHE curriculum within our school should allow children to embrace challenges and create a happy, successful adult life enabling them to make informed decisions about their wellbeing, health and relationships as well as developing their self-efficacy, working alongside our vision to 'aspire to be the best that we can be'. Through RSHE we believe that pupils can develop knowledge to keep themselves and others safe, developing their communication and reciprocity (working together), as well as make connections in their own lives and experiences. We believe that RSHE allows children to develop a respect for difference, learn tolerance and appreciate the potential and variety that our world holds. RSHE should provide opportunities for debate, discussion questioning, drama, visitors and trips.

## 2. 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](#).

At Stalbridge Primary School we teach RSE as set out in this policy.

Our PSHE and RSE 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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## 3. 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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. 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.

RSHE covers a wide range of areas including some of the following:

- Friendships
- Safety

- Healthy eating
- Changes in our body
- Mental health
- Career education
- British Values

## 5. Curriculum

Within our school RSHE curriculum we follow the Jigsaw Scheme of work. Jigsaw provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these e.g. using Calm Me (mindfulness techniques). Documents on the website map how Jigsaw covers the statutory expectations and sample policies help schools to update theirs. Jigsaw values every child and so takes inclusivity as a given, promoting acceptance of individuals for who they are and who they will become. Jigsaw also includes the new guidance around SRE and LGBT learning.

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

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings ➤

How a baby is conceived and born

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

## 6. Delivery of RSE

At Stalbridge Primary School we allocate one lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

### Relationships Education

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

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

The 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

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

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

The 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).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (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'.

At Stalbridge Primary School, we believe children should understand the facts about human reproduction before they leave primary school

## **Equality**

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) 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..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Stalbridge Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

The governing board will hold the headteacher to account for the implementation of this policy.

### **7.2 The headteacher**

The headteacher 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 (see section 8).

### 7.3 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 headteacher.

All staff are responsible for the teaching of RSE at Stalbridge Primary School

### 7.4 Pupils

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

## 8. 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

## 9. 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 headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leader through:

- Monitor and evaluate children's work, teacher's planning and the teaching of sex, health and relationships education
- Organise children's evaluation of the content and teaching of the sex, health and relationships education programme
- Organise teacher evaluation of the sex, health and relationships education programme, and of pupil learning.

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

This policy will be reviewed the PSHE Leader each year. At every review, the policy will be approved by the Head Teacher.

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## Appendix 1: Relationships and sex education curriculum map



**Jigsaw SRE Content** The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle 6.

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content	Safeguarding
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	<b>Connect us</b> - Paired activity: changes from baby to adult <b>Open my mind</b> - whole class sing 'Changing as I grow' <b>Show me or Tell me</b> - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Teacher led discussion using photographs showing similar growth stages for humans. <b>Let me learn</b> - Paired activity - Life cycles, sorting the life cycle cards into the right order <b>Help me reflect</b> - Draw and write individual activity - 'me now and what I want to be when I grow up'.	Neglect
1	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	<b>Open my mind</b> - whole class sing 'Changing as I grow' <b>Show me or Tell me</b> - baby photo session. Distinguish between changes: body, appearance, abilities, <b>Let me learn</b> - individual activity, writing about how you have changed since you were a baby / little <b>Help me reflect</b> - individual draw and write activity: 'I am pleased I am getting older because...'	Neglect Poor parenting <i>An alternative activity may be necessary for children who do not have access to a photo of themselves as a baby (adopted, in care, refugee, asylum seeker etc.)</i>
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	<b>Open my mind</b> - Whole class activity using PowerPoint slides of animals, can we identify males and females? <b>Show me or Tell me</b> - Same gender pairs can we identify gender from appearance alone (list three ways)? Introduction to male female 'private' body parts: penis, vagina, testicles (as covered by a swim suit). <b>Let me learn</b> - Class sorting activity using two hoops (intersecting) and the body part cards (emphasis on using correct names) <b>Help me reflect</b> - Individual draw and write activity - me in a swim suit with labelled body parts including genitalia and the correct terms.	Female genitalia mutilation Physical abuse Sexual abuse
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	<b>Connect us</b> - 'Find your pair' card activity to get in pairs and consider what has changed between the two card images (young animal to adult animal) <b>Open my mind</b> - Sing 'Changing as I grow' and go through the song lyrics identifying changes in the song (and add own ideas). Reinforce change is sometimes out of our control and it's OK. <b>Tell me or Show me</b> - whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles. <b>Let me learn</b> - Draw and write individual activity to show what they know about a life cycle.	Poor parenting Neglect Emotional abuse

2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	<b>Open my mind</b> - Sing the Jigsaw Song: Changing as I grow. Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person. <b>Tell me or Show me</b> - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc. <b>Let me learn</b> - Using the Leaf template, individual draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older. <b>Help me reflect</b> - Individual activity, complete the sentence stem: 'One thing that changes, in a good way, when we get old is...'	Physical abuse <i>An alternative activity may be necessary for children who do not have access to photos of their grandparents.</i>
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	<b>Connect us</b> - Circle time activity (talking partners first) complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...' <b>Open my mind</b> - Whole class activity using the story of Titch and discuss the theme of growing. <b>Tell me or Show me</b> - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.	Poor parenting Neglect Physical abuse Emotional abuse Sexual abuse
2	Piece 4 Boys' and Girls' Bodies	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 tell you what I like/don't like about being a boy/girl	<b>Open my mind</b> - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class. <b>Show me or Tell me</b> - Whole class sorting activity, body parts specific /not specific to gender <b>Let me learn / Help me reflect</b> - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.	Gender -based violence Physical abuse Female genitalia mutilation
2	Piece 5 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	<b>Connect us</b> - circle time activity, pass the touch. Discuss when we use touch, positive and negative. <b>Tell me or Show me</b> - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like. <b>Let me learn</b> - Individual draw and write activity; 'two types of touch I like'. <b>Help me reflect</b> - Individual draw and write activity, 'One way I like touch is when...'	Physical abuse Sexual abuse Emotional abuse Personal Safety Neglect <i>Ensure children know some touches we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</i>

3	<b>Piece 1 How Babies Grow</b>	<p>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</p> <p>express how I feel when I see babies or baby animals</p>	<p><b>Connect us</b> - using pair cards, find your partner and talk about changes from being a baby to an adult.</p> <p><b>Open my mind</b> - Class activity, introduction using PowerPoint to females having babies and males having an important parenting role.</p> <p><b>Tell me or Show me</b> - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her.</p> <p><b>Let me learn</b> - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown.</p> <p><b>Help me reflect</b> - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).</p>	<p>Poor parenting Neglect</p> <p><i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i></p>
3	<b>Piece 2 Babies</b>	<p>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>express how I might feel if I had a new baby in my family</p>	<p><b>Connect us</b> - whole class sing 'Changing as I grow' - and think about changes from being a baby to now</p> <p><b>Open my mind</b> - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical).</p> <p><b>Tell me or Show me</b> - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb.</p> <p><b>Let me learn</b> - individual draw and write activity - what a baby needs to survive and live and grow.</p> <p><b>Help me reflect</b> - Individual activity, list the 3 most important things a baby needs to survive and grow.</p>	<p>Neglect Poor parenting Emotional abuse Physical abuse</p>
3	<b>Piece 3 Outside Body Changes</b>	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	<p><b>Connect us</b> - circle time activity; changes that have happened and good and bad things about change.</p> <p><b>Open my mind</b> - Class activity to introduce the word puberty and changes outside the body.</p> <p><b>Tell me or Show me</b> - class sorting activity using body cards. Reinforce puberty changes with PowerPoint.</p> <p><b>Let me learn</b> - Paired activity using resource sheet 'My Life, My Changes'.</p> <p><b>Help me reflect</b> - individual reflection on what may be worrying them about growing up and what they are looking forward to.</p>	<p>Physical abuse Sexual abuse Emotional abuse Neglect</p>
3	<b>Piece 4 Inside Body Changes</b>	<p>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</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>	<p><b>Open my mind</b> - Class discussion, where does a new life start from? Pick out differences (chicken lay eggs etc.)</p> <p><b>Tell me or Show me</b> - Class activity, PowerPoint slides to identify and explain the key elements of puberty changes inside the body and how the changes link to the start of a new life.</p> <p><b>Let me learn</b> - Paired activity using 'The Great Growing Up Adventure'.</p> <p><b>Help me reflect</b> - Question Answer session using 'Jigsaw Jino's Private Post Box'. Respond to the questions with the class and deal with things in a form such as "Jigsaw Jino tells me some people aren't sure about... Let me explain it..."</p>	<p>Physical abuse Sexual abuse Emotional abuse Neglect Female genitalia mutilation</p> <p><i>If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.</i></p>

3	Piece 5 Family Stereotypes	start to 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	<p><b>Open my mind</b> - class activity using Task cards to think about male/female roles.</p> <p><b>Tell me or Show me</b> - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken.</p> <p><b>Let me learn</b> - In groups design a pillow case for a boy/girl. Is it stereotypical? Complete the sentence: 'Our design is/is not stereotypical because...'</p> <p><b>Help me reflect</b> - individual reflection, who does which jobs in their home?</p>	<p>Gender -based violence</p> <p>Physical abuse</p> <p>Emotional abuse</p> <p>Sexual abuse</p> <p>Female genitalia mutilation</p> <p>Bullying</p> <p><i>Be mindful of cultural difference.</i></p>
4	Piece 1 Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being	<p><b>Open my mind</b> - class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us.</p> <p><b>Tell me or Show me</b> - Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.)</p> <p><b>Let me learn</b> - Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Also link to grandparent characteristics as well as those that are unique.</p> <p><b>Help me reflect</b> - Individual draw and write activity, 'Being a truly unique human being makes me feel...'</p>	<p>Neglect</p> <p><i>Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.</i></p>
4	Piece 2 Having A Baby	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	<p><b>Open my mind</b> - Class activity to review making special things i.e. a baby. Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask - Does everybody have to have a baby?</p> <p><b>Tell me or Show me</b> - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System.</p> <p><b>Let me learn</b> - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce.</p> <p><b>Help me reflect</b> - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.</p>	<p>Physical abuse</p> <p>Emotional abuse</p> <p>Sexual abuse</p> <p>Gender -based violence</p> <p><i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations.</i></p> <p><i>*[Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.]</i></p>
4	Piece 3 Girls and Puberty	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	<p><b>Connect us</b> - Whole class activity to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion.</p> <p><b>Open my mind</b> - Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Reproductive System.</p> <p><b>Tell me or Show me</b> - whole class activity to go through the stages of menstruation.</p> <p><b>Let me learn</b> - Paired/small group sorting activity using 'Menstruation Cards'</p> <p><b>Help me reflect</b> - Using Jigsaw Jaz to raise any worries about growing up.</p>	<p>Gender -based violence</p> <p>Physical abuse</p> <p>Emotional abuse</p> <p>Sexual abuse</p> <p>Female genitalia mutilation</p> <p>Bullying</p>

5	<p><b>Piece 1</b> <b>Self-Image and Body-Image</b></p>	<p>be aware of my own self-image and how my body image fits into that know how to develop my own self esteem</p>	<p><b>Connect us</b> - whole class circle activity, rolling the ball and giving complements <b>Open my mind</b> - small group sorting activity, using 'Self-image Cards', Give each card a happy / sad face. Discuss where these perceptions come from (the happy/sad faces) and share the PowerPoint slide to help children understand this issue. <b>Tell me or Show me</b> - Individual activity to explore how we see ourselves (self-image), using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem*. Group activity using the 'Gingerbread person image' to create someone with high self-esteem. <b>Let me learn</b> - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples). Individual activity to change a sad face self-image card from Open my Mind, into a positive one. <b>Help me reflect</b> - Individual activity to write their affirmations on the front of their cards and take a few minutes in silence (perhaps with some gentle music) to repeat these to themselves. This will start to change the perceptions held in the subconscious.</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *[Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.]</i></p>
5	<p><b>Piece 2</b> <b>Puberty for Girls</b></p>	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>	<p><b>Connect us</b> - Using a carousel to work in different pairs, discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed? <b>Open my mind and Tell me or Show me</b> - Whole class revisit what is needed to make a baby. Show PowerPoint with pictures of sperm and eggs. Go through how the female body prepares itself to have a baby using the animation 'The Female Reproductive System'. <b>Let me learn</b> - Whole class revisit different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing). <b>Help me reflect</b> - sharing their work from Let me Learn. Remind children to use Jigsaw Jez's private post box for any questions they have, but don't want to say out loud.</p>	<p>Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal safety</p>
5	<p><b>Piece 3</b> <b>Puberty for Boys and Girls</b></p>	<p>describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty</p>	<p><b>Connect us</b> - Circle activity to recap on changes that happen to us as we grow and go through puberty. <b>Open my mind</b> - Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Point out there are no worn or write answers and that opinions will vary. <b>Tell me or Show me</b> - Using the PowerPoint slides of the male organs, ensure all the children understand the male reproductive system. Use the animation: The Male Reproductive System to reinforce this. Small group activity using 'Boys 'n' Puberty Quiz'. Review the answers together. <b>Let me learn</b> - Paired activity to produce an information leaflet or PowerPoint presentation for children aged 7 - 9, with the title 'Puberty - It Happens To Us All'. <b>Help me reflect</b> - whole class circle activity to share what they have produced and compare notes on the kind of questions and topics they have chosen to address.</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex whereas for others this will mean fancying someone of the opposite sex. If it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard.</i></p>

5	<b>Piece 4 Conception</b>	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p><b>Connect us</b> - whole class activity using Relationships Cards to think about the types of relationships there are. Sort into different categories of relationship e.g. Family, Peer (may need explaining), Working and Relationships with Physical Attraction.</p> <p><b>Open my mind</b> - Small group activity to consider relationships that become a couple and decisions to have a baby. Using 'Having a Baby Diamond 9 cards' to sort most important/ least important*.</p> <p><b>Tell me or Show me</b> - Introduce the word 'Conception' - the moment when a new life begins. Use the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens. Introduce the term sexual intercourse. Show the PowerPoint slides of a baby in the womb to recap how new life grows.</p> <p><b>Let me learn</b> - Small group sorting activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding</p> <p><b>Help me reflect</b> - Review and discuss the learning from the session. Remind them of the Private Post Box for the questions they're still not sure about, or that may occur to them later.</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse</p> <p><i>* The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether people with disabilities should have a family, whether parents need to be married, whether it is right for same sex couples to bring up children. Always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.</i></p>
6	<b>Piece 1 My Self Image</b>	<p>aware of my own self-image and how my body image fits into that</p> <p>know how to develop my own self-esteem</p>	<p><b>Open my mind</b> - Class activity using the PowerPoint image of make-up/airbrushing. Discuss the terms 'real' self-image and 'ideal' self-image</p> <p><b>Tell me or Show me</b> - Individual activity to consider words associated with 'real self-image', using the self-image template. Highlight words that are associated with body image. Repeat for 'ideal self-image'. What problems are there is not being your ideal self-image? Discussion about how this links to good / poor self-esteem.</p> <p><b>Let me learn</b> - Individual activity, using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie.</p> <p><b>Help me reflect</b> - Individual draw and write activity, 'The main ingredient in my self-esteem smoothie is...</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect</p>
6	<b>Piece 2 Puberty</b>	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>	<p><b>Connect us</b> -Starter activity to complete the 'Growing-Up bingo card'. Go through these as a class.</p> <p><b>Open my mind</b> - Class (stand up - sit down) activity using the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty.</p> <p><b>Tell me or Show me</b> - Class activity using the PowerPoint slides showing girl to woman and boy to man and the animations (The Female/Male Reproductive Systems) to reinforce learning.</p> <p><b>Let me learn</b> - Small group sorting activity to play the Puberty Truth or Myth game, to reinforce learning and highlight any unknowns.</p> <p><b>Help me reflect</b> - Individual activity to write privately and anonymously, at least one question they have in their mind concerning puberty and growing up, (these questions will be used in the next session). Other questions can go into Jem's Private Post Box.</p>	<p>Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation</p>

## Appendix 2: 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>

TOPIC	PUPILS SHOULD KNOW
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<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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>
<p>Online relationships</p>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources</li> </ul>



### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

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