

Greenway Primary
& Nursery School



Greenway Primary and Nursery School

Relationships, Sex and Health Education (RS&HE) Policy

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1. Scope

This policy covers relationships education, sex education and health (including physical health and mental wellbeing) education as taught at Greenway Primary and Nursery School (Greenway). This includes education about drugs, alcohol and tobacco which are no longer the subject of a separate policy.

At primary school, the teaching of relationships education and health education is a statutorily required aspect of the PSHE (Personal, Social, Health and Economic) curriculum (please see the separate PSHE Policy). Certain aspects of sex education are also statutorily required to be taught to primary school aged children within the Science curriculum.

The Department for Education (DfE) strongly recommends that primary schools extend their sex education teaching (beyond that which is statutorily required) within the PSHE curriculum which Greenway does. It is with regard to this additional (non-statutory) sex education that parents and carers retain a right to withdraw their child/ren from lessons and the advice about and arrangements for doing that are set out in this policy.

2. Introduction

Our high quality, comprehensive programme of Relationships and Sex Education (RSE) and Health Education (HE) provides accurate, age appropriate information about physical health, about the body, about reproduction, sex and sexual health and also about mental wellbeing. It gives our pupils essential skills to build a confident outlook about themselves as well as supporting the development of positive, enjoyable, respectful relationships with others, including enabling them to recognise their right to their own physical and emotional space, to keep themselves safe (offline and online) and to know how to respond to concerns and issues.

RSE is essential if young people are to make responsible and well-informed choices. Research demonstrates that good, comprehensive relationships and sex education makes young people less likely to become sexually active at a younger age.

Effective RS&HE can make a significant contribution to the development of the personal skills needed by pupils if they are to meet their potential at school and maintain healthy, positive relationships. It also enables pupils to make responsible and informed decisions about their health and well-being.

An RSE curriculum map showing the topics taught and language used in class, by year group throughout the year, is shown at Appendix A. Separately, at Appendix B, detail is provided of what pupils are expected to know in respect of relationships and health education by the time they leave primary school, together with information about how that is met by the Jigsaw programme we use at Greenway.

As for PSHE education (see separate PSHE Policy), at Greenway, we believe that high quality, comprehensive RS&HE is fundamental to delivering the school's Ethos, to our Golden Values and to our Aims. As for PSHE education, it involves a combination of sharing information, and exploring issues and values, and is supported by the well-resourced and carefully planned Jigsaw programme. We have adopted the Jigsaw Programme because it complements and builds so well on our therapeutic approach to learning and on the importance we place on pupil well-being at Greenway.

3. Aims

This policy is required to fulfil statutory obligations as follows:

- All primary schools are required to define any sex education they offer that is beyond that which must (statutorily) be covered in the science curriculum, outlining the subject content, how it will be taught and who is responsible for teaching it. Parents and carers are also required to be advised of their right to withdraw their child(ren) from non-statutory sex education and to be informed of the protocols established by Greenway should any parent/carers wish to exercise this right.
- Schools are also required to consult with parents and carers about their RSE policy and to work in partnership with them, offering information and support in talking to

their child/ren about relationships and sex education and how to link this to what is being taught in school.

- It is the statutory responsibility of the school's Governing Body to make sure that the school has a compliant and up to date RSE & HE Policy.

The aims of Relationships, Sex & Health Education (RS&HE) at our school are to:

- Provide an inclusive framework in which sensitive, age (and development) appropriate discussions can take place.
- Prepare pupils for puberty, and give them an understanding of their body, how it develops 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.
- Develop and celebrate a culture of respect, tolerance and collaboration across our local and global communities.

The aims of Health Education (HE) at our school are to give pupils the information that they need to make good decisions about their own health and wellbeing. Teaching will enable them to recognize what is normal and what is a possible health issue with regards to themselves and others and how to seek support as early as possible and from a safe and trusted source when necessary.

4. Statutory requirements

At Greenway, we teach the statutory elements of PSHE (Relationships Education and Health Education) through our PSHE curriculum. We also teach non-statutory Sex Education as part of PHSE provision, as set out in this policy.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (HE) statutory guidance issued by the DfE which is available to view on the following website:

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

We comply with the requirements to have an up to date RSE Policy developed in consultation with pupils, parents and carers (Education Act 1996) and in teaching RSE, we have regard to [guidance](#) issued (June 2019) by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

We fulfil statutory safeguarding duties and ensure any safeguarding issues arising from RSE teaching are identified and followed up in accordance with the school's Child Protection Policies.

5. Policy Development

It is a statutory requirement that (at least) the relationships and sex education aspects of this policy are developed in consultation with staff, pupils and parents/carers.

At Greenway, policy development across the entire PSHE and RS&HE subjects has been managed by an initial (in 2020) and then annual review (each Spring Term) led by governors, the Head Teacher and the PSHE/RS&HE subject leader, with significant input from staff. It is an area of the curriculum in which learning is particularly enhanced when there is effective partnership working between school and home, which led to the decision to use of the 'Jigsaw' programme with its clear and structured lesson plans and age/stage appropriate resources.

Parent/carer consultation on the development of the policies was initially extensive, with every parent/carer received a copy of the drafts and were all given the opportunity to feed in comments and suggestions via Parent Forum and/or on a one-to-one basis. Any substantive amendments to the policies will also be shared with parents/carers and all are given access to Jigsaw materials to the greatest extent possible, and periodically reminded about the comprehensive details of the curriculum coverage, outcomes required and language used (by year group) that are provided in the policies appendices.

Pupil voice, to explore what pupils thought they wanted from PSHE, RS&HE, was taken into consideration before and during the trial of Jigsaw materials and their feedback remains a key feature – alongside staff appraisal - of annual reviews. Content of the annual review, including proposals for any amendment, is shared with governors prior to ratification.

6. Curriculum

6a Intent

RSE and HE at Greenway is taught in line with guidance set out by the DfE, as shown at Appendix B. The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (page 23) that:

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools school have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge from the national curriculum for science – how a baby is conceived and born'.

Our Curriculum Map to meet the statutory guidance and to deliver high quality RS&HE is set out at Appendices A and B and will support pupils to:

- Understand sexual difference and know the scientific vocabulary for naming body parts*.

- Prepare them for the changes that adolescence brings and give them an age appropriate understanding of sexual development.
- Explore the impact of puberty on the body and the importance of personal hygiene.
- Know factual and correct information about how a baby is conceived and born, within the context of relationships.
- Be confident to answer questions, know where to find safe sources of support and advice.
- Recognise and establish their own personal boundaries, and privacy relating to their own bodies.
- Recognise healthy and unhealthy relationships, inappropriate behaviour and bullying and know how to respond appropriately, including how to report concerns or abuse using the appropriate vocabulary to do so.
- Understand the law and what it says about relationships and sex, in particular that intimate relationships are for consenting adults only.
- Learn about committed relationships and different cultural and religious approaches to this.

In respect of relationships – understanding the main building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. Content will cover:

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

In respect of health education – understanding how to make good decisions about their own health and wellbeing, having been taught content covering:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco (including those associated with health, law and with exploitation and gang culture)
- Health and prevention
- Basic first aid
- Changing adolescent body*

*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names for body parts from Year 1 and this is done at an age appropriate level. A list of Key Vocabulary for each year group can be found with our Curriculum Map at Appendix

A. Introducing the scientific names of genitalia is recommended by the NHS, the NSPCC, and Jigsaw among many others and is generally recognised as good practice - it is vital for safeguarding our children.

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

Our RSE curriculum is embedded within our comprehensive personal, social, health and economic (PSHE) curriculum and biological aspects of RSE are taught within the science curriculum.

All RSE is taught age-appropriately across the school and takes place in a safe learning environment. It is underpinned by our school ethos and values and focuses on the development of skills and attitudes, not just the attainment of knowledge.

6b Implementation (How will RS&HE be taught?)

RS&HE is taught within the PSHE (personal, social, health and economic) education curriculum by the class teacher. Biological aspects are taught within the science curriculum, while other aspects are included in Religious Education (RE) through the KAPOW RE Programme, Spiritual, Moral, Social and Cultural Development education (SMSC) and Information Communication Technology (ICT) as well as elements of 'health education' being explored within PE lessons. Key elements are also set out in our Anti-bullying and Behaviour policies. RS&HE is also taught through assemblies and other cross-curricular activities and learning.

We are using the 'Jigsaw' spiral curriculum as a resource for teaching all PSHE (including RS&HE) from Nursery to Year 6 (from September 2020). This mindful approach compliments and builds on our therapeutic approach to learning and the importance we place on well-being at Greenway. It combines personal, social, and health education with social skills, emotional literacy and spiritual development. Every year group works on the same theme (puzzle) at the same time. This enables an introductory assembly to take place at the beginning of each theme, enabling a whole school focus for children and staff. Teaching continues to include an age (and stage) related, baseline assessment of what children already know about RS&HE.

RS&HE is usually delivered in mixed gender groups however, there are occasions when single gender groups are more appropriate and relevant. For example, during Year 4, a puberty talk is given to the girls where their mums or another female family member are invited to attend. This supportive setting enables girls to feel more confident to ask questions and share concerns, while also preparing them for the changes they will experience.

For more information about our RS&HE curriculum, see Appendices A and B.

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, LGBTQ 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).

Entitlement and Equality of Opportunity

All of our pupils have the opportunity to access our RS&HE curriculum in a safe and managed environment and in an age and stage appropriate way.

We have due regard to the Equality Act (2010) which requires schools to prevent discrimination, to advance equality of opportunity and to foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Children with special educational needs and disabilities have their teaching and learning adjusted and adapted, as required, to meet their individual needs. We believe that every child has talents, skills and abilities to discover. Staff explore, develop and celebrate these, understanding that they are key to establishing quality-learning relationships.

Set within a framework that reflects the school's Golden Values, Greenway is committed to the provision of RS&HE to all pupils, responding appropriately to the diversity of their cultures, faith and family backgrounds. This will be achieved by:

- Setting delivery within the school's PSHE programme.
- Establishing the 'Jigsaw Charter' to provide a trusting and safe environment where questions can be asked and answered appropriately without undue embarrassment.
- Providing information that is easily understood, relevant and appropriate to the age and maturity of the pupils (including by adapting the curriculum to meet an individual pupil's 'stage' of development where necessary).
- Ensuring that it is taught by staff who are confident in the subject area(s).

Managing difficult questions, differing beliefs and confidentiality

- Ground rules are essential to provide an agreed structure to answering difficult or sensitive questions and these are established in class Learning Charters at the beginning of each academic year. Children have the opportunity to ask any questions / share any worries or concerns by putting these in an 'Ask It Basket' or 'Worry Box' in each classroom. This also ensures a suitable 'time and place' can be provided to answer and address sensitive questions and concerns. Teachers endeavour to answer questions/ worries as honestly as possible but if faced with questions they do not feel comfortable answering in the classroom, provision is made to meet the individual child's needs.
- At Greenway 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.
- Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. This also includes the 'Right to Pass', which is an important element of the Jigsaw charter, where children understand they do not have to participate in a discussion/activity if they do not wish to. This helps to create a space that feels safe when their wishes are upheld and respected by both staff and peers, which is essential when teaching about safeguarding. Similarly, in circle/discussion times, it is made clear to children that they are not to share the

names/s of peers who have contributed personal information outside of the discussion/circle time.

- Pupils may disclose very personal information within discussions. Staff are aware of the protocols around specific disclosures and will follow the school's established procedures in this respect.

Assessment

- Our RS&HE curriculum encourages assessment for learning opportunities through self-evaluation and reflective learning and allows teachers to evaluate and assess progress. Each lesson begins with a discussion of children's prior/existing knowledge and experience to provide a baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. In each of the RS&HE lessons, dedicated time is given to mindfulness, through developing calming and reflective skills.
- We feel it is important for children to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's character – their personal qualities, attitudes, skills, achievements and influences. Pupil Voice plays a large part in assessment.
- At Greenway, assessment is key to improving and adapting teaching. Class teachers use the Graduated Approach Model (APDR): Assess, plan, do and review. This enables teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment enables our children, staff, leadership team, parents, governors and school inspectors to see the impact RS&HE is having for our pupils and for the whole school.

6c Impact

Our RS&HE curriculum (as shown, with language used, at Appendix A) provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations. As a result of their learning, pupils will:

- Feel a sense of belonging, welcoming others and being part of a school community and local and global communities.
- Be enabled to socialise, form healthy, happy relationships with other children and adults as well as identifying and understanding the characteristics of unhealthy relationships, and have strategies to challenge anti-social behaviour of others and know how and when to seek help/support when needed.
- Be able to make safe and well-informed choices and recognise the risks they may encounter; through on and offline social networking and from drugs alcohol and tobacco; and to be motivated to find ways to be happy and cope with life's situations without using drugs.
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so.

- Understand the importance of a balanced diet, keeping clean, relaxation, managing stress and challenging stereotypes.
- Understand and respect everyone's right to 'difference'.
- Know and understand that they have rights and responsibilities.
- Be enabled to take responsibility for their own actions and understand the implications and consequences of their choices.
- Understand the changes they are experiencing and will experience in their bodies and emotions and how to cope positively with those changes.
- Have a factual and age appropriate understanding of how babies are made and born.
- Understand that intimate and sexual relationships are a natural part of adult life.
- Know who to talk to if they have further questions about sex and intimate relationships.
- Be aware of and respect different types of relationships in accordance with the Equality Act.
- Be prepared for the next steps of their lives, including transition to secondary school and have goals and aspirations for their future and the future of others in their community and the wider world.
- Have the knowledge, skills and qualities to live healthy, happy lives.

7. Roles and Responsibilities

The Governing Body will approve the RS&HE Policy, and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RS&HE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science curriculum components of sex education (see section 8).

The PSHE Lead is responsible for leading and managing the subject.

The Headteacher and PSHE Lead are responsible for monitoring the standards of children's progress and achievement, and for quality of the teaching across the whole school. They will ensure that all appropriate elements in each puzzle are being taught and will speak to the children to make sure that they feel safe and confident within their PSHE lessons.

Staff are responsible for:

- Delivering RS&HE in a sensitive way.
- Modelling positive attitudes to RS&HE.
- Monitoring progress.
- Responding to the needs of individual pupils.

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RS&HE.
- Staff do not have the right to opt out of teaching RSE and HE. Staff who have concerns about teaching RS&HE are encouraged to discuss this with the headteacher.

Class teachers are responsible for teaching RSE and HE in our school.

Our RS&HE/PSHE Lead is Lorraine Tritton.

Our nominated Governor for RS&HE is Lou Collins.

Pupils are expected to engage fully in RS&HE, and when discussing issues related to RSE and HE, treat others with respect and sensitivity. In circle/discussion times, it is made clear to children that they are not to share the names/s of peers who have contributed personal information outside of the discussion/circle time.

8. Working in Partnership and Parental/Carer Rights to Withdraw

At Greenway, we are committed to working in close partnership with parents and carers who we recognise are the key people in teaching their children about relationships and sex. The school's programme compliments and builds on this co-operation with home.

Parents are informed of the RS&HE curriculum and have had the chance to share their views on this policy. Similarly, parents are informed of the curriculum that will be delivered and have the opportunity to view resources and ask any questions before this is delivered to the children. Parent Forum have also been involved in developing this policy.

Parents and carers do not have the right to withdraw their child from PSHE education, and that includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, from which there is no right to withdraw.

However, parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RS&HE. At Greenway, these are:

- Having a baby (Year 4),
- Conception (Year 5) and
- Conception to birth (Year 6).

We encourage parents/carers to make an appointment to come in and speak to the Headteacher to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Requests to withdraw a child from sex education need to be in writing to the Headteacher using the form in Appendix 3.

Alternative work will be given to pupils who are withdrawn from Sex Education.

We highly recommend that all pupils receive the full PSHE (including RS&HE) curriculum.

9. Training

The Subject Leader for PSHE and RS&HE attends all CPD training and feeds back to all staff via inset/staff meetings.

The Headteacher will also invite visitors from outside the school, such as school nurses, sexual health professionals and online safety advisers to provide support and training to staff teaching RS&HE.

10. Monitoring arrangements

The delivery of RS&HE is monitored by class teachers, the Headteacher, the RS&HE Subject Lead and the RS&HE nominated Governor through, learning walks, pupil voice/staff/parents and observations, etc.

Children's development in RS&HE is monitored by class teachers as part of our internal assessment systems.

The Governing Body will review this policy annually. At every review, the Governing Body will approve the policy.

11. Links to other policies

This policy should be read in conjunction with our PHSE Policy. It is also linked to our Safeguarding Policy and our Child Protection Policy.

Appendix A: Curriculum map (and language used)

RS&HE Education at Greenway Primary & Nursery School using the Jigsaw Curriculum Map 3-11

Age Group	Healthy Me	Relationships	Changing Me
Ages 3-5 Nursery & Reception	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Language used	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.
Ages 5-6 YR 1	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Language used	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

<p>Ages 6-7 YR 2</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
<p>Language used</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>	<p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>	<p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>
<p>Ages 7-8 YR 3</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>

<p>Language used</p>	<p>Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p>	<p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>
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Age Group	Healthy Me	Relationships	Changing Me
Ages 8-9 YR 4	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Language used	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.
Ages 9-10 YR 5	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Language used	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem,	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin,

	Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.
Ages 10-11 YR 6	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Language used	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .

Appendix B: By the end of primary school pupils should know...

Relationships Education in Primary schools – DfE Statutory Guidance

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc. can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

<p>Caring friendships</p>	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 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 and advice from others, if needed 	
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	

Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix 3: Parent form: withdrawal from sex education within RS&HE

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	