



Relationships Education, Relationships Sex Education (RSE) and Health Education Policy

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1. Introduction and statutory guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2021. The policy has been produced in partnership with Hamwic Education Trust.

The statutory guidance used to inform this policy is listed below

- As a Primary School and an academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Pimperne Primary we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

2. Definitions and key areas of teaching

Relationship Education – Primary

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. This does not prevent church schools from teaching about a faith perspective regarding relationships as part of the wider teaching.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including areas such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- Trust
- Respect
- Forgiveness
- Compassion
- Selflessness
- Perseverance
- Courage
- Justice

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships



- Respectful relationships
- Online relationships
- Being safe

We use the 'Jigsaw PAHE' scheme of work and the headings that incorporate the above are:

- Being Me In My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

3. The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Pimperne Primary school, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 5 pupils will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible.

When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

4. Health and wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.



Learning will be planned at an age-appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 2), under the broad headings of

- General wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

5. Relationships and health curriculum delivery-primary

Relationships and Health Education (RHE) is taught through weekly lessons linked to the 'Jigsaw' teaching programme personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered, and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The 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).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Dorset, depression and suicide figures remain above national averages for England, reflecting a growing problem of mental health for people of all ages. Whilst crime rates in Dorset are lower than national placing 7th in the county statistics, we know that in 2022 violence towards others and sexual offenses accounted for a high proportion of crimes committed. The impact of these crimes on families and young people is significant. The council will be concluding their 2020-2023 well-being and mental health strategy at the end of the year.

6. Ensuring the church values are reflected

In all schools, teaching must reflect the law. However, this does not prevent our school from teaching using our Christian perspective. Due to our status as a Church of England school, we will teach within



a framework of Christian values and the Christian understanding that marriage and sex is a gift of God. Sensitivity and respect will be shown to all children when teaching about personal relationships and is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances. Our RHE teaching and learning is set within a context that is consistent with the school's Christian ethos and values of:

- Compassion
- Respect
- Forgiveness
- Selflessness
- Trust

Within our relationships and health education teaching we will ensure:

- Teaching is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- Content is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- Teaching is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality are addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Pupils will be given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, as is their human right. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated, and everyone is included and valued for who they are.

Valuing All God's Children guidance 2017

At Pimperne Primary we follow advice from the Church of England's document, 'Valuing all God's children: Challenging homophobic, biphobic and transphobic (HBT) bullying'. Relationships Education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. Our curriculum promotes gender equality, LGBT equality and challenges discrimination. As part of the RHE programme, lessons take the needs and experiences of LGBT people into account and seeks to develop understanding that there are a variety of relationships and family patterns in the modern world. The Church of England document 'Valuing all God's Children', 2017 states: "All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value."



7. Roles and responsibilities

The local governing committee

The local governing committee will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance with their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. Staff needing subject support should seek this from the Subject Lead.

Pupils

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

8. Training

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

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 RHE.

9. Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny



- Lesson observation
- Analysis of pupils' work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports
- Pupil, Parent and Staff Surveys

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

This policy will be reviewed annually and will require approval by the local governing committee.



APPENDIX 1 – Expectations for Relationships Education – By the end of Primary

Families and people who care for me	Pupils should know 1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 3. 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. 4. that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 5. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it. 3. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 5. 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. 6. 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.
Respectful relationships	Pupils should know 1. 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. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.

	5. 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. 6. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 7. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know 1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do or shouldn't do. 2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery). 6. about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 8. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery. 9. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education.
Being safe	Pupils should know 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on. 2. about the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

	4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
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APPENDIX 2 – Expectations of Health Education -By the end of Primary Education

General Wellbeing	Pupils should understand 1. the benefits of physical exercise, time outdoors, and helping others for wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and hobbies, interests and community participation. 2. the importance of promoting general wellbeing and physical health. 3. the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition. 4. how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. that isolation and loneliness can affect children, and the benefits of seeking support. 7. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 8. that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement, and everyone grieves differently. 9. where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. that it is common to experience mental health problems, and early support can help resolve problems.
Healthy eating	Pupils should know 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. 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).
Drugs, alcohol, tobacco and vaping	Pupils should know 1. the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.
Health protection and prevention	Pupils should know 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and ability to learn.

	4. about dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. the facts and science relating to allergies, immunisation and vaccination
Personal safety	Pupils should know: 1. about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.
Basic First Aid	Pupils should know: 1. how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	This should not be taught before year 4. Pupils should know: 1. about growth, change and the changing adolescent body, this topic should include the human lifecycle. Puberty should be mentioned as a stage in this process. 2. the key facts about the menstrual cycle, including physical and emotional changes.

APPENDIX 3 – RHE curriculum overview

The school plans a progressive curriculum in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. We use the 'Jigsaw' PSHE and RHE Scheme of work to support both explicit teaching through weekly PSHE lessons, with each year group focusing on a learning theme for each of the six puzzles (units) as well as reinforcing and enhancing this through the relationships we promote, assemblies, collective worship, praise and class learning charters.

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

Pimperne Primary School 'PSHE Key Learning Progression Map'

At Pimperne Primary we have decided to use Jigsaw scheme of work as the basis our PSHE teaching and learning. Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

IMPACT: This can be established formally through assessment identified in the key learning. In addition, summative assessment is through our relationships with the pupils and their families, knowing when they are drawing on the skills and knowledge they need and supporting them in aspects of our 'Switched On' and specific individual needs.

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific **PSHE learning** (purple – Key Learning in **bold**) and one is based on **emotional literacy and social skills development** (green).

Below shows the Key Concepts of the PSHE Curriculum (including British Values) and how it relates to our school values and switched on to learning skills that all children aspire to achieve throughout their time at Pimperne.

Jigsaw Puzzle Key Concept/Theme	Autumn 1 Being me in my world	Autumn 2 Celebrating Difference	Spring 1 Dreams & Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me (including Sex Education)
School Value Link <i>All our school values are worked on throughout all areas of the curriculum throughout the year.</i> • Perseverance • Selflessness • Courage • Compassion • Justice • Respect • Forgiveness • Trust	Justice Selflessness	Respect Compassion	Perseverance Courage	Courage Perseverance	Trust Respect Forgiveness	Courage
Switched on to Learning	Follow the school values	Tolerate a difference of opinion	Work well on your own to achieve a goal	Tell staff about your worries and concerns	Show resilience and compassion to others at play time	Be positive
	Show good manners and respect towards others	Demonstrate Resilience (an ability to bounce back)	Be proud of your achievements	Think for yourself	Be kind, thoughtful and trustworthy	Reflect on tasks once you have finished (e.g., the year)



British Values Coverage: • Democracy • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of those of different faiths and beliefs	All in all year groups	All in all year groups	All with exceptions of those listed below: No democracy in Y3 No rule of law in EYFS, Y1, Y3, Y4 or Y6.	All with exceptions of those listed below: No democracy in EYFS, Y1, Y2, Y3 or Y6 No tolerance of those of different faiths and beliefs in Y1 or Y2.	All with exceptions of those listed below: No democracy in Y4	All with exceptions of those listed below: No democracy in EYFS, Y1, Y2, Y3, Y5 or Y6 No rule of law in EYFS, Y3, Y4, Y5 or Y6
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Key Concept/theme: Autumn 1 Being me in my world							
Autumn 1: Being me in my world Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
		I understand that there are similarities and differences between me and my friends. I can explain why we have rules and know the difference between right and wrong. I can explain my feelings and those of others. I can manage my own impulses and feelings.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.
	Key Knowledge / Learning objectives	• Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly	• Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important	• Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable	• Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views	• Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know how individual attitudes and actions make a difference to a class • Know that their own actions affect themselves and others	• Understand how democracy and having a voice benefits the school community • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Understand how to set personal goals
Key Vocabulary		Kind, Gentle, Friend, Different, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Rewards, Proud, Consequences, Upset, Disappointed.	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices,	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw, Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices,

		Key Concept/theme: Autumn 2 Celebrating Difference						
Autumn 2: Celebrating Difference Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		I can explain that being different is what makes me special and that it is okay if we are all good at different things. I can stand up for myself and know what words to use if someone is being unkind. I understand how to be a kind friend.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g., Solve It Together or asking for help.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their differences are a source of conflict or a cause for celebration.
	Key Knowledge / learning objectives	• Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know that families can be different • Know different ways to stand up for myself	• Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different	• Know the difference between a one-off incident and bullying • Know there are stereotypes about boys and girls • Know that it is OK not to conform to gender stereotypes • Know the difference between right and wrong and the role that choice has to play in this	• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that everybody's family is different	• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know that sometimes people make assumptions about a person because of the way they look or act • Know what to do if they think bullying is or might be taking place	• Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know that differences in culture can sometimes be a source of conflict • Know how their life is different from the lives of children in the developing world	• Know that power can play a part in a bullying or conflict situation • Know that difference can be a source of celebration as well as conflict • Know that people with disabilities can lead amazing lives
		Key Vocabulary	Different, Special, Proud, Friends, Kind, Same, Happy, Sad, Frightened, Angry, Family	Same as, Different from, Bullying, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special.	Boys, Girls, Similarities, Stereotypes, Special, Differences, Bully, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Fairness, Kindness, Unique, Value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration,

		Key Concept/theme: Spring 1 Dreams & Goals							
Spring 1: Dreams & Goals Big Ideas that build progressively throughout the school		Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			I can work towards a simple goal. I can try new activities and show independence, resilience and perseverance when something is difficult.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.
			• Know that it is important to keep trying • Know how to set goals and work towards them • Know when they have achieved a goal	• Know how to set simple goals • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know that tackling a challenge can stretch their learning	• Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know what good group-working looks like	• Know that they are responsible for their own learning • Know what dreams and ambitions are important to them • Know how to evaluate their own learning progress and identify how it can be better next time	• Know how to make a new plan and set new goals even if they have been disappointed • Know how to work as part of a successful group • Know how to work out the steps they need to take to achieve a goal	• Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that communicating with someone from a different culture means that they can learn from them and vice versa	• Know their own learning strengths • Know some ways in which they could work with others to make the world a better place • Know how to set realistic and challenging goals
Key Vocabulary			Dream, Goal, Challenge, Job, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Learning, Stepping-stones, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together'	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.

Key Concept/theme: Spring 2 Healthy Me		
Spring 2 Healthy Me Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	Key Vocabulary
	Key Knowledge / learning objectives	
EYFS I can manage my own basic hygiene and personal needs, including: dressing, going to the toilet and personal safety. I can explain how to look after my body (e.g., eating healthily and exercising)	I can manage my own basic hygiene and personal needs, including: dressing, going to the toilet and personal safety. - Know some things that they need to do to keep healthy - Know when and how to wash their hands properly - Know how to say no to strangers - Know what to do if they get lost	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare
	Year 1 I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. - Know some ways to keep healthy - Know that all household products, including medicines, can be harmful if not used properly - Know how to keep safe when crossing the road - Know about people who can keep them safe	Unhealthy, Exercise, Sleep, Choices, Clean, Body parts, Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait
Year 2 I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	Year 2 - Know what their body needs to stay healthy - Know why healthy snacks are good for their bodies - Know that it is important to use medicines safely	Healthy choices, Lifestyle, Motivation, Relax, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Energy, Fuel, Nutritious
	Year 3 I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels. - Know that there are different types of drugs - Know that there are things, places and people that can be dangerous - Know when something feels safe or unsafe - Know a range of strategies to keep themselves safe	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice
Year 4 I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	Year 4 - Know the facts about smoking and its effects on health - Know the facts about alcohol and its effects on health, particularly the liver - Know ways to resist when people are putting pressure on them - Know that they can take on different roles according to the situation	Friendship, Emotions, 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
	Year 5 I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. - Know basic emergency procedures, including the recovery position (first aid workshops) - Know the health risks of smoking - Know how to get help in emergency situations - Know that the media, social media and celebrity culture promotes certain body types - Know what makes a healthy lifestyle	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating disorder, Respect, Debate, Opinion, Fact, Motivation
Year 6 I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	Year 6 - Know how to make choices that benefit their own health and well-being - Know about different types of drugs and their uses - Know that stress can be triggered by a range of things - Know that some people can be exploited and made to do things that are against the law	Responsibility, Immunisation, Prevention, Drugs, Effects, 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.

Key Concept/theme: Summer 1 Relationships		
Summer 1 Relationships Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	Key Vocabulary
	Key Knowledge / learning objectives	
EYFS I can work and play cooperatively, take turns and think of ways to mend friendships. I know some strategies to use when I am upset or angry.	Year 1 I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. - Know what a family is - Know that friends sometimes fall out - Know that unkind words can never be taken back and they can hurt - Know how to use Jigsaw's Calm Me to help when feeling angry	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing
	Year 2 I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. - Know that families are founded on belonging, love and care - Know how to make a friend - Know who to ask for help in the school community	Belong, Same, Different, Friendship, Caring, Sharing, Kind, Greeting, Touch, Feel, Like, Dislike, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special.
Year 3 I can explain how my life is influenced positively by people I know, and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	Year 3 - Know there are good secrets and why it is important to share worry secrets - Know that families function well when there is trust, respect, care, love and co-operation - Know some reasons why friends have conflicts - Know how to use the Mending Friendships or Solve it together problem-solving methods	Similarities, Special, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Honesty, Compliments, Celebrate,
	Year 4 I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. - Know some of the skills of friendship, e.g. taking turns, being a good listener - Know some strategies for keeping themselves safe online - Know that they and all children have rights (UNCRC) - Know the lives of children around the world can be different from their own	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Solution, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude
Year 5 I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Year 5 - Know that there are rights and responsibilities when playing a game online - Know how to stay safe when using technology to communicate with friends - Know that belonging to an online community can have positive and negative consequences	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shook, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.
	Year 6 I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. - Know ways that they can take care of their own mental health - Know the stages of grief and that there are different types of loss that cause people to grieve - Know how to use technology safely and positively to communicate with their friends and family	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety

Summer 2 Changing Me		Key Concept/theme: Summer 2 Changing Me (including Sex Education)						
Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Knowledge / learning objectives Yellow – Science – Sex Education Programme	- I can explain that we all grow from babies to adults. I can name parts of the body. - I know how it feels, as I grow and learn, to be more independent.	- I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. - I can explain why some changes I might experience might feel better than others.	- I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. - I can tell you what I like and don't like about being a boy/girl and getting older and recognise that other people might feel differently to me.	- I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. - I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	- I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. - I can offer some suggestions about how I might manage my feelings when changes happen.	- I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. - I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.	- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. - I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
	Key Vocabulary	- Know the names and functions of some parts of the body (see vocabulary list) - Know that we grow from baby to adult - Know that sharing how they feel can help solve a worry	- Know that there are correct names for private body parts and nicknames, and when to use them - Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these - Know who to ask for help if they are worried or frightened - Know that changes happen when we grow up	- Know the physical differences between male and female bodies - Know there are different types of touch and that some are acceptable and some are unacceptable - Know the correct names for private body parts - Know how their bodies have changed from when they were a baby and that they will continue to change as they age	- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults - Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops - Know some of the changes that happen between being a baby and a child	- Know that babies are made by a sperm joining with an ovum - Know the names of the different internal and external body parts that are needed to make a baby - Know how the female and male body change at puberty - Know that change is a normal part of life and that some cannot be controlled and have to be accepted	- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - Know that sexual intercourse can lead to conception - Know that becoming a teenager involves various changes and also brings growing responsibility	- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - Know how a baby develops from conception through the nine months of pregnancy and how it is born - Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
		Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grow-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Grow, Feelings, Worried, Excited,	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/vova, Womb/uterus, Stereotypes, Roles.	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance	Body image, Self-image, Looks, Personality, Self-esteem, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner,	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement.