

Tanworth-in-Arden Church of England
Primary School and Nursery



*In God's family, learning, loving,
growing to be our very best.*

POLICY: Relationships and Sex Education

APPROVED: December 2024

Signed S.Joseph
Chair of Governing Body

Introductory statement

This policy covers Tanworth in Arden Church of England Primary School and Nursery's whole school approach to Relationships Education.

We believe that Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships. In our school, we believe that there is a need to teach age and developmentally appropriate sex education from Year 5 as part of our Relationships Education.

Tanworth in Arden Primary School believes that all children and young people have a right to holistic, inclusive and needs-led Relationships Education. We believe that through providing high quality Relationships Education, we are upholding the ethos and values of this school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017 and following guidance published by the government after the review in 2024. It will have due regard for the statutory [Relationships Education, Relationships and Sex Education and Health Education Guidance](#) and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies: anti-bullying policy, behaviour policy, child protection and safeguarding policy, PSHE, science curriculum policy, online safety policy.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

Equality, inclusion and social justice

Schools should consider what they can do to foster healthy and respectful peer- to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole- school approach (RSHE Guidance, p14)

We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice.

Our Relationships Education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we consider the religious and cultural background of all pupils when teaching Relationships Education.

An inclusive Relationships Education at Tanworth in Arden Church of England Primary School and Nursery will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Definition of Relationships Education

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.

(RSHE Guidance, p19)

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, committed relationships and family life.

At Tanworth in Arden School we use a gender equity and human rights framework for Relationships Education.

To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and off- line. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore a range of family structures, including LGBT+ families and other family structures
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives

Definition of sex education

All primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of their pupils. (RSHE Guidance, p23)

[A sex education programme] should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. (RSHE Guidance, p23)

We define Sex Education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception.

We take the approach that Relationships and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

Many aspects of Sex Education are complimented by our curriculum for science where children learn about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. Our 'Protective Behaviours' curriculum (Warwickshire's initiative to keep children safe) also compliments sex education as the children learn about external body parts and rights, responsibilities and choices.

In the statutory Health Education curriculum children learn about puberty and menstruation. We deliver content on menstruation from Year 4 in order that children can learn about menstruation in advance of them starting puberty.

Our Sex Education programme builds upon the content already delivered through the Science and Health Education curriculum and is the foundation for helping children to stay safe and understand more about their health and wellbeing.

We recognise that some parents may be uncomfortable with their children receiving Sex Education in primary school. However, in our experience, children will naturally ask questions about sex and their bodies and be curious about where they come from. We believe that it is safer and better for children to receive age- appropriate and medically accurate information from trained teachers rather than learn inaccurate and harmful information through peers or online.

We believe that Sex Education should allow children a safe space to ask the questions that they may have without shame or judgement. Evidence states that a graduated, age and developmentally appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo or embarrassing. An outline of what we deliver for Sex Education at Tanworth in Arden is as follows (further details can be found at the end of this policy):

- Year 4, Jigsaw Lesson 5 'Relationships' unit - Summer Term (Girlfriends and boyfriends)
- Year 4, Jigsaw Lesson 3 'Changing me' unit – Summer Term (Girls and puberty)
- Year 5, Jigsaw Lesson 2 'Changing Me' unit- Summer Term (Puberty for girls)

- Year 5, Jigsaw Lesson 3 'Changing Me' unit- Summer Term (Puberty for boys)
- Year 5, Jigsaw Lesson 4 'Changing Me' unit- Summer Term (Conception)
- Year 6, Jigsaw Lesson 2 'Changing Me' unit- Summer Term (Puberty)
- Year 6, Jigsaw Lesson 3 'Changing Me' unit- Summer Term (Conception to birth)
- Year 6, Jigsaw Lesson 4 'Changing Me' unit- Summer Term (Girlfriends and Boyfriends)

Subject content

The curriculum programme is developed by the PSHE Lead in conjunction with teachers, pupils and parents.

In Tanworth in Arden Primary School we will meet the learning objectives and content outlined as set out in the Relationships Education, Relationship & Sex Education and Health Education Guidance.

All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND and in conjunction with the age limits set out in the government recommendations from the review in 2024.

Our PSHE/Jigsaw scheme of work predominately helps us teach Relationships Education (Appendix 1).

We will also use the following resources/materials to deliver Relationships Education: Protective Behaviours and CHIPS (Challenging Homophobia in Primary Schools).

Subject delivery

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.

(RSHE Guidance, p8)

Relationships Education will be delivered in school as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.

The PSHE Lead will work closely with colleagues in related curriculum areas (science, computing, PE and citizenship) to ensure a holistic and joined up approach to what is taught in Relationships Education.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

We use external agencies where appropriate to deliver aspects of Relationships Education (see section below).

The scheme of work will be delivered in a non- judgemental, factual way, using the correct medical terms where appropriate (for example, when teaching about the external body parts). School staff

will not express or be expected to express their personal views or beliefs when delivering the curriculum.

All staff who have responsibility for delivering Relationships Education will undergo training on a regular basis to ensure they are up-to-date with the Relationships Education policy and curriculum requirements.

In addition to ongoing training, CPD will also be scheduled in response to updates to our Relationships Education scheme of work.

Monitoring

We regularly monitor our Relationships Education scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the PSHE Lead and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Learning Walks
- Planning Scrutiny
- Looking at samples of pupil's work

Evaluation

Evaluation of our scheme of work is crucial to ensure that we can continue to improve provision and teaching effectiveness.

The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall Relationships Education Programme
- Evidence from lesson observation
- Scrutiny of pupil assessment/reflection records
- Sampling pupil work/journals
- Sampling class Jigsaw scrapbooks
- Feedback and Evaluation by pupil for e.g. Pupil interviews, questionnaires/surveys

Pupil assessment

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. (RSHE Guidance, p43)

We use a range of assessment methods to get regular feedback on pupil progress in Relationships Education. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned and adapted as needed to ensure that pupils of differing abilities, including the most able, are suitably supported and challenged.

Assessment methods used include:

- Assessment for learning
- Students' post lesson self-evaluation
- Contribution and engagement in lessons
- Journal work for children in KS2

Pupil voice

Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils. (RSHE Guidance, p12)

Pupil voice is central to the culture and ethos of Tanworth in Arden Primary School.

We use pupil voice to evaluate how relevant and engaging Relationships Education is to children's lives.

Throughout our Relationships Education curriculum, we embed pupil voice practices to enable students to express their views on the range of topics that Relationships Education covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering pupil questions

The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (RSHE Guidance, p23)

Relationships Education explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to explore natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

We recognise that some pupil questions may go beyond the statutory Relationships Education curriculum and could include questions about sex and sexuality—topics that are covered in our Sex Education curriculum. In such cases, the teacher may choose to delay answering the question in front of the whole class until the appropriate sex education lesson. Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from Sex Education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in our Relationships Education curriculum. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when.

(RSHE Guidance, p17)

All schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy.

(RSHE Guidance, p11)

We believe that the successful teaching of Relationships Education involves parents/carers and schools working together. We also believe that parents/carers can play an important role in the Relationships Education of their children through further discussions at home about the lessons that have taken place in school.

Our Relationships Education policy has been developed through consulting parents/carers.

We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- School website
- Letters/emails to parents/carers giving information about when the Relationships Education will be delivered and when certain classes (including classes that may involve Sex Education) will take place.
- Class Newsletters
- Whole School Newsletters

- If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school.

If asked, we will share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Parental right to their child be excused from Sex Education

All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (RSHE Guidance, p17)

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education.

Parents/carers do not have the right to withdraw their child from Relationships Education

Parents/carers do not have the right to withdraw their child from the elements of Sex Education that are taught within the Science curriculum.

Parents/carers do not have the right to withdraw their child from Health Education

Although parents/carers have the right to request to withdraw their child from any or all of sex Education as part of RSE, it is our aim to encourage parents to see the value of Sex Education and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

We will automatically grant a parental request to withdraw their child from any Sex Education, other than as part of the Science or Health Education curriculum.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they want to continue this arrangement.

Working with visitors and external agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. (RSHE Guidance, p18)

From time-to-time our school may invite external experts and visitors to deliver our Relationships Education.

External visitors will be selected in order to enrich and supplement our Relationships Education by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include a school nurse. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitors will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that

- There is appropriate planning, preparatory and follow up work for the session
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Safeguarding and child protection

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. (RSHE Guidance, p42)

Tanworth in Arden Church of England Primary School and Nursery acknowledges that Relationships Education is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in [Keeping Children Safe in Education](#).

Relationships Education helps children to understand the difference between healthy and abusive relationships and how to get help if they are experiencing, or have experienced, abuse.

It also helps pupils to understand their rights and what services are available to support their physical and mental health.

We recognise that when discussing these issues some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in Relationships Education due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

While our school wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children’s privacy.

At Tanworth in Arden Church of England Primary School and Nursery we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all e.g. Every class follows an agreed class charter on how to behave, feel safe and learn during Jigsaw lessons.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively refer to it. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Statement by the Governing Body

The governance board of Tanworth-in-Arden Primary School adopted this policy on 7th February 2023.

In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, and that the subjects are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligations.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	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 Change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 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.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 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.	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success 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.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 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.	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 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.	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 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.

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>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.</p> <p>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.</p>	<p>Achieving realistic goals Perseverance Learning strengths Standing up with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>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.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my 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>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>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.</p>
Ages 7-8	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>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.</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>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.</p> <p>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.</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>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.</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <p>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 and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</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>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</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>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.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>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.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>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.</p>
Ages 9-10	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>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.</p> <p>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.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>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.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>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.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>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</p> <p>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.</p> <p>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.</p>	<p>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</p> <p>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.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behavior</p> <p>Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p> <p>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.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>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.</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexing</p> <p>Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
Ages 11-12 (Scotland)	<p>Personal identity</p> <p>What influences</p> <p>Personal identity</p> <p>Identify personal strengths</p> <p>How do others see me?</p> <p>Group identity</p> <p>My growing sense of personal identity and independence</p> <p>Online and global identity</p> <p>Expectations</p> <p>I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity.</p> <p>I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can also express a level of independence while maintaining positive relationships with others.</p>	<p>Assertiveness</p> <p>Prejudice and discrimination</p> <p>My values and those of others</p> <p>Challenging stereotypes</p> <p>Discrimination in school</p> <p>How prejudice and discrimination fuels bullying</p> <p>Being inclusive</p> <p>I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others.</p> <p>I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.</p>	<p>What are my dreams and goals?</p> <p>Steps to success</p> <p>Coping when things don't go to plan</p> <p>Rewarding my dreams</p> <p>Intrinsic and extrinsic motivation</p> <p>Keeping my dreams alive</p> <p>How dreams and goals change in response to life</p> <p>I can explain how internal and external factors might affect my own dreams and goals as I get older.</p> <p>I can explain why breaking a dream or goal into smaller steps is a helpful strategy.</p> <p>I can also offer a range of strategies that I could use to overcome obstacles and remain positive.</p>	<p>Healthy choices about my emotional health</p> <p>Managing stress</p> <p>Managing my choices around substances</p> <p>Managing my nutritional choices</p> <p>Medicines and immunisation</p> <p>Healthy choices about physical activity and rest/sleep</p> <p>I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions.</p> <p>I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies I could use to do this.</p>	<p>My changing web of friendships</p> <p>Support I need now and in the future</p> <p>Developing positive relationships</p> <p>What external factors affect relationships, e.g. media influences?</p> <p>Assertiveness in relationships</p> <p>The changing role of families</p> <p>I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour.</p> <p>I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.</p>	<p>My changing body and feelings</p> <p>What is self-image?</p> <p>Coping during times of change</p> <p>My changing ways of thinking</p> <p>Managing my changes in mood</p> <p>Moving forwards into my next year of education</p> <p>I can explain why some personal and family changes happen.</p> <p>I can explain ways that I can give emotional support to myself and others during times of personal change.</p>

Appendix 1

Relationships Education in Primary schools – DfE Guidance 2019

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 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"> • that families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • 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). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<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

	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 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 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	<ul style="list-style-type: none"> 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 practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness 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 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 what a stereotype is, and how stereotypes can be unfair, negative or destructive the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not that the same principles apply to online relationships as to face-to-face relationships, 	All of these aspects are covered in lessons within the Puzzles

	<p>including the importance of respect for others online including when we are anonymous</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school 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