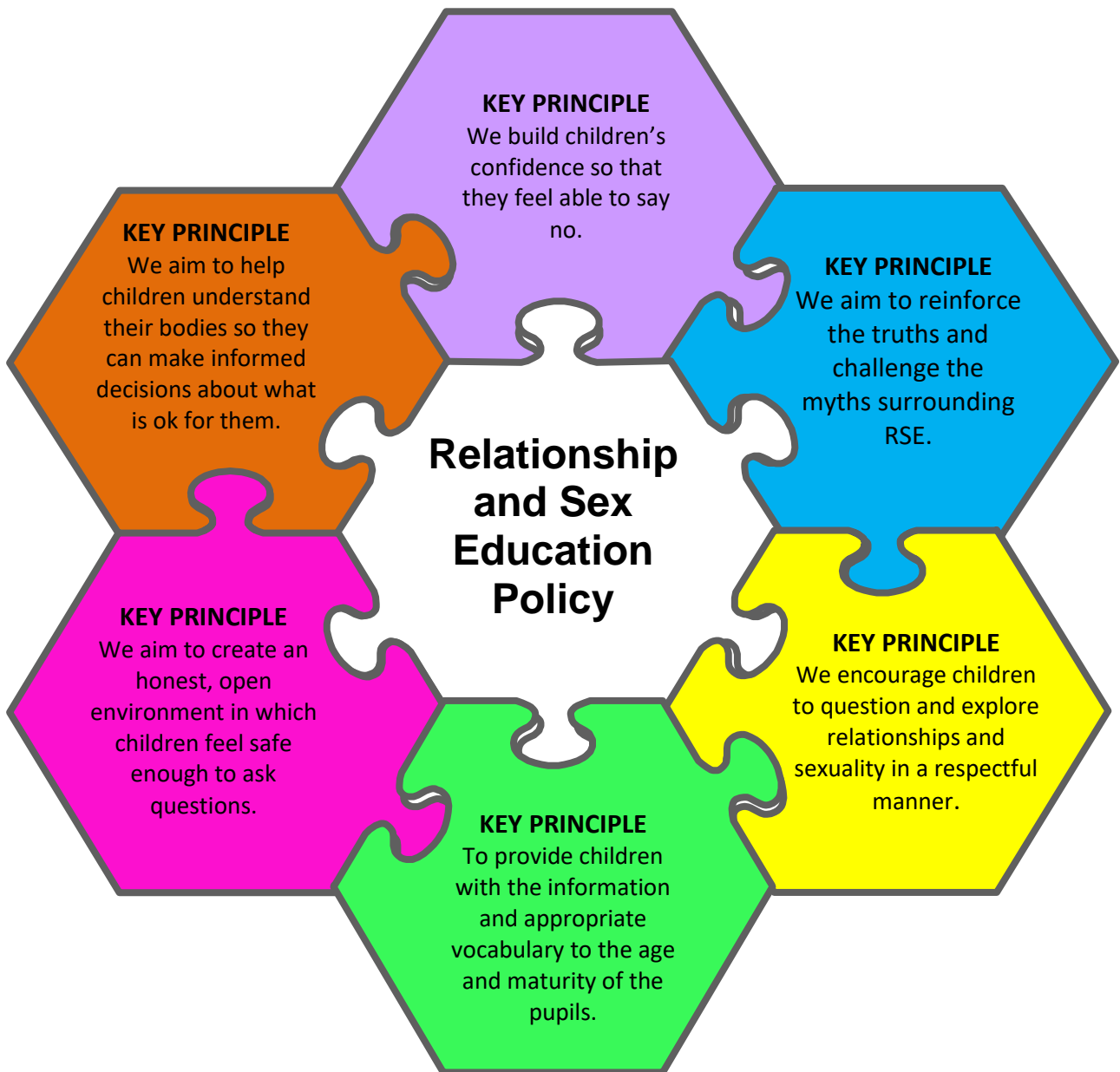


Ravensbury Community School



Updated on: October 2020
Agreed by Governors: 23.02.21
Review Date: October 2022

Ravensbury Community School

Relationship and Sex Education (RSE) Policy

Ravensbury Community School is a larger than average primary school in Clayton, East Manchester. We have a diverse range of pupils from all over the globe, with a higher than average level of children from minority ethnic groups and a higher than average level of children who speak English as an additional language. There are currently 26 different languages spoken in school. 19% of pupils have been identified as having Special Educational Needs. Our RSE policy aims to meet the needs of the range of ethnicities and abilities at Ravensbury Community School and will consider all groups and any concerns that may arise due to the children's ability, community or background. Religious leaders from different faith backgrounds were involved in developing the statutory RSE curriculum.

1. Rationale

Relationship and Sex education at Ravensbury aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age –appropriate. Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. Our approach to RSE develops lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

2. Ethos and Values

At Ravensbury Community School we believe every pupil is entitled to RSE regardless of their gender, race, ethnicity, faith or sexual orientation however, parents and carers have the right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects of human growth and reproduction necessary under national curriculum science. (* see 'right to withdraw' in Legal Requirements and Guidance document attached)

- Through RSE Ravensbury Community School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child,
- RSE aims to prepare children and young people for the responsibilities of later life.
- The RSE curriculum will reflect the values of our school/PSHE programme and will be taught in the context of relationships.
- RSE will place children and young people at the heart of the teaching and will ensure that their health and well being is maintained.
- RSE will encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way
- RSE will aim to empower, enable and encourage young people to make informed decisions about their own personal relationships
- RSE will be delivered by trained and confident educators
- RSE will be delivered as a whole school approach to ensure that every child has the same level of understanding which will equip children and young people with the skills necessary to support transition into adulthood.

3. Definition

According to the Sex and Relationship Education Guidance 2020 and the 2014 supplementary guidance, RSE is 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health'. Through the teaching of relationships and sex education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

4. Aim and Objectives

AIMS:

- To equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty.
- To prepare children and young people for the physical and emotional changes of puberty and the transition into adulthood
- To provide children with the information and appropriate vocabulary to the age and maturity of the pupils.
- To empower and enable children to make informed decisions about themselves.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Help pupils develop feelings of self-respect, confidence and empathy

5. Curriculum

The school's RSE programme uses a combination of the *Jigsaw* scheme of work with parts of *Growing and Changing* and parts of *IMatter*. It covers the *Relationships* and *Changing Me* parts of the *Jigsaw* programme but we have adapted it to fit the needs of our school, taking into account the demographic and emotional maturity of our children.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The content covers all of the statutory requirements for RSE (Appendix 2) required as part of the National Curriculum for Science. Alongside this the school recognises that some parts of RSE education should be more than solely science if it is to meet children's needs.

a) **Curriculum**

The minimum statutory requirement for RSE is that schools must deliver the National Curriculum for Science to all children within school:

National Curriculum Science

Key Stage 1

Children should learn to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

b) **National Curriculum PSHE – Relationships Education (statutory)**

In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for RSE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for RSE to take place providing pupils with a consistent message.

The national Sex and Relationship Education Guidance (DfE, 2020 and Supplementary Guidance 2014) advises schools on the themes that should be covered in RSE to support pupils through their physical, emotional and social development.

Detailed below is the recommended content for non-statutory relationships and sex education as part of PSHE

Key Stage 1

- Respect their own bodies
- Private parts
- Differences between males and females
- Naming body parts
- Where babies come from

Key Stage 2

- The physical and emotional changes of growing up
- Similarities and differences between male and females
- Coping with emotions
- How to be healthy and safe
- Love and different kinds of relationships
- Gender stereotypes and homophobia
- Puberty and sexual feelings
- Conception and how babies develop

6. Teaching

In Ravensbury, the delivery and content of RSE is carefully planned by the PSHE coordinator (with input from the headteacher) and the content is delivered only by trained members of staff who have attended relevant training.

The lessons follow *Jigsaw's Changing Me* module (with parts borrowed from Growing and Changing and IMatter where necessary) and are delivered by a trained teacher and where possible are supported by Healthy Schools Specialist on RSE or by a School Nurse.

At Ravensbury, we feel it is most appropriate for some lessons which cover content on puberty to be delivered in single gender groups and where possible by a teacher or health professional of the same gender, and some be delivered to both groups together. However both groups will be taught about what happens to both genders.

The lessons are delivered in discrete PSHE lessons and adhere to the scheme of work provided through NHS Healthy Schools.

7. Monitoring, Assessing and Reviewing

To ensure the curriculum content and teaching is effective the delivery is assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via pupil feedback and discussions with teachers where appropriate.

RSE is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for the pupils at Ravensbury.

8. Implementation

a) Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate are agreed with governors, staff and parents prior to any delivery-taking place.

At Ravensbury, we:

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- Use the Ask it Basket as a technique to filter appropriate and inappropriate questions
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral support.

b) Dealing with difficult topics

At Ravensbury, we use the *Jigsaw*, *Growing and Changing* and *I matter* resources and cover the content as described in the lesson plans. We are aware other topics may arise which we will respond to by using the 'dealing with questions' guidelines above. The key topics covered are detailed below:

- Puberty changes
- Masturbation /wet dreams
- Gender and sexual orientation
- Same sex families
- Female Cutting / Female genital mutilation
- Pornography
- Sexting
- CSE
- Teenage pregnancy
- Contraception
- Emergency contraception/ termination (Abortion)
- Lesbian, gay, bisexual and transgender sexuality
- Transgender and cisgender
- Arranged marriages
- Domestic violence/ rape and sexual abuse

c) Working with Parents

At Ravensbury, we work very closely with the school community. The school publishes the curriculum on the website alongside the RSE policy which is freely available to parents and on request. Every year the school informs parents when the curriculum is being delivered and are invited to discuss any concerns with teachers. Parents are informed that they have the right to withdraw their children from the non-statutory elements of relationships and sex education covered as part of PSHE. In the situation where children are withdrawn from RSE lessons, the school will find alternative provision for those children.

d) Pupils

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

e) Dealing with the Media

In dealing with the media, in the first instance, members of the school community should refer enquiries from the press to the Head teacher. The Head teacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

9. Relationship with other policies

- **PSHE**
Relationship and Sex Education sits within the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.
- **Anti-bullying**

This should be linked to the school's broader policy on anti-bullying. An effective RSE programme will include raising awareness about sexuality, therefore an anti-bullying policy needs to include strategies to tackling homophobic bullying in school.

- **Child Protection**

If any disclosure occurs during a RSE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection/Safeguarding.

10. Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

11. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies.

12. Parents right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, (with the exception of national curriculum science) but not Relationships or Health Education. When such a request is received, the head teacher will discuss this with the parents before making their decision. However children cannot be withdrawn from the science curriculum.

In the situation where children are withdrawn from RSE lessons, the school will find alternative provision for those children in a different class.

13. Date and Review of the Sex and Relationship Education Policy

The governors agreed this policy on(date) and it will be reviewed in partnership with staff, parents / carers and students again on(date) unless there are changes in National or Local Guidance.

14. Policy, Leadership and Management

Governors, in consultation with the head teacher, have a statutory responsibility for RSE in the school.

The named governor with the responsibility for RSE is _____

The RSE policy and resources used have been agreed by the schools governing body.

15. Visitors Policy

External visitors - such as the school nurse - are used to enhance the teaching of RSE when they have particular expertise that it would be valuable to share with the pupils. However, the majority of teaching is done by class teachers. When visitors are used we make sure to uphold our robust safeguarding measures – please see safeguarding policy.

All visitors will be familiar with our RSE and safeguarding policy, will adhere to our confidentiality rules and will be supported by class teachers and teaching assistants at all times.

The input and impact of visitors to the RSE curriculum is monitored and evaluated by both staff and pupils.

16. Equal Opportunities Statement

- The government have provided guidance on how the Equality Act 2010 relates to the education setting:
- <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- The Equality Act 2010 governs how the curriculum is delivered and schools must ensure that issues are taught in a way that does not subject pupils to discrimination
- Schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including young people who are lesbian, gay, bisexual and transgender (LGBT)
- The school respects how pupils choose to identify themselves both in terms of gender and sexual identity

17. Vulnerable Pupils

Provision for pupils who are 'Looked After'.

Looked After Children and Previously Looked After Children can sometimes miss out on RSE programmes at school. This can be because they do not attend regularly, or they move between schools, or they are removed from PSHE/RSE lessons to attend appointments, or their additional needs mean that they do not engage with the lessons.

We work in partnership with social workers, parents and carers to ensure that Looked After Children can access the RSE curriculum in the same way as their peers.

Provision for SEN pupils

Due to the lack of appropriate resources and training, young people with a disability often have poor understanding of issues surrounding sex, sexual health and relationships.

The UN Convention on the Rights of Persons with Disabilities (WHO 2006: AAIDD 2008) says that people with a disability should have access to the same range and quality of sexual and reproductive health care as everybody else.

We make sure that all of our pupils will have access to lessons and resources that are appropriate to them. Each case will be assessed on an individual basis and we try and keep pupils together with their peers where possible but some pupils may at times be separated from their class and given separate more age appropriate resources. We will make sure to consult with parents, carers and other health staff to decide this and refer pupils for specialist support when necessary.

18. Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as in Year 4 and it's important that they understand what is happening to their bodies so we teach this as part of the "Changing Me" module in Jigsaw.

We have accessible toilets with sanitary bins that pupils can use and provide menstrual products for pupils who do not have access to them at home.

Pupils are given the opportunity to ask questions confidentially in all lessons and told they can always go to any member of staff if they are worried about anything. All lessons end with signposting to where pupils can find more information on what they can do if they need help with any of the issues raised.

Appendix 1: Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p>Being Me</p> <ul style="list-style-type: none"> I understand the rights and responsibilities of being a member of my class I can recognise the choices I make and understand the consequences <p>Celebrating Difference</p> <ul style="list-style-type: none"> I can understand similarities and difference between people in my class I understand what bullying is and know who I could talk to if it was happening to me I know how to make new friends and can tell you how they are different from me 	<p>Jigsaw: Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, scenario picture PowerPoint, flipchart with rights/responsibility pictures from Piece 3, Jigsaw Jerrie cat</p> <p>Jigsaw: Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families. Cardboard cut-out gingerbread person, T-shirt templates for gingerbread person, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw song – "There's a place", Celebrating Me label template (one per child)</p>
	Spring	<p>Dreams and Goals</p> <ul style="list-style-type: none"> I can set simple goals and work out how to achieve them but understand that this may stretch my learning I understand how to work well with a partner I can overcome obstacles that make it more difficult to achieve my goal and celebrate reaching it <p>Healthy Me</p> <ul style="list-style-type: none"> I know the difference between being healthy and unhealthy and how to make healthy lifestyle choices I know how to keep myself clean and healthy and understand how germs cause illnesses I understand that medicines can help me if I'm ill but to use them carefully I know how to stay safe when crossing the road and about people who keep me safe 	<p>Jigsaw: Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Song: 'For Me', ' ', Jigsaw story: Pauli's Journey, PowerPoint slides Paulies Journey, Pieces of paper for stepping stones</p> <p>Jigsaw: Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Son: 'Make a Good Decision', PowerPoint slides, Child picture template, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat</p>
	Summer	<p>Relationships</p> <ul style="list-style-type: none"> I know who is in my family and understand there are lots of different types of families I can identify what being a good friend means to me and understand appropriate physical contact to greet them I know who can help me in my school community I recognise my qualities as a person and friend and tell you why I appreciate people who are special to me <p>Changing Me/Growing and Changing</p> <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same including my body I can understand what the PANTS rule is and how to follow it I understand that every time I learn something new I change a little bit and can tell you about other changes in my life 	<p>Jigsaw: Family game cards, Jigsaw Chime, 'Calm Me' script, 'Welcome to Planet Zarg' PowerPoint, Jigsaw Journals, My Jigsaw Learning, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat, t, Jigsaw Song: 'RELATIONSHIPS', PowerPoint slide of lonely child, Jigsaw Jack Sets of 'A Good Friend Should...' cards, one set, for each group</p> <p>Jigsaw: Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos;, series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat</p> <p>Other: PANTS rule resources from NSPCC https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/ Imatter y2 What is private? PowerPoint</p>

	<p>Autumn</p>	<p>Being Me</p> <ul style="list-style-type: none"> • I can identify some hopes and fears for this year • I understand the rights and responsibilities of being a member of my class • I can listen to other people and contribute my own ideas about rewards and consequences <p>Celebrating Difference</p> <ul style="list-style-type: none"> • I understand what stereotypes are and that some people have these opinions about boys and girls • I understand that bullying is sometimes about difference but know that being different is okay • I can recognise what is right and wrong and know how to look after myself 	<p>Jigsaw:</p> <p>Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Number cards, Jigsaw Jo, basket/bag, monster worries resource sheet, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat, , Jigsaw Song: Together as One', picture cards, , 'What Might Happen?' PowerPoint, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, jigsaw charter</p> <p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Jigsaw Jo's bag, Four photo cards of children, Four description cards, Shield templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Duvet covers (or pictures of), Jigsaw Jo, Difference shield templates, , Jigsaw Song 'There's a Place', Jigsaw Jo, Scenario picture/ description cards, PowerPoint story 'Billy, Bella and B', Jigsaw Friend, Birthday present template</p>
<p>Year 2</p>	<p>Spring</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I can choose a realistic goal, work out how to achieve it and carry on persevering when I find things difficult • I can work well in a group but recognise who I work well with and who I find it difficult to work with • I can tell you ways in which I worked well with my group and share success together <p>Healthy Me</p> <ul style="list-style-type: none"> • I know what I need to keep my body healthy including medicines and how to use them • I know things that make me feel relaxed and things that make me feel stressed • I can sort foods into the right food groups, make some healthy snacks and decide which foods to eat to give my body energy 	<p>Jigsaw:</p> <p>Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Success pictures, Treasure chest template, Jigsaw jo's Challenge PowerPoint, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Song; 'For Me', Jigsaw Jo, Ladder template, Treasure chest boxes/simple boxes, Book: 'The Owl and the Pussy Cat' by Edward Lear, Materials for the challenge: French numbers 1-20, Mandarin/Chinese numbers 1-10, Macarena dance moves, Card and colouring materials</p> <p>Other:</p> <p>Book – The Owl and the Pusycat Macarena dance moves</p> <p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'Make a Good Decision', Help Jigsaw Jo sheet, Jigsaw Jo, Music, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, , Eat Well Plate - complete, Eat Well Plate - blank, Food cards, Pictures of composite foods, Happy Healthy Me Recipe templates</p> <p>Other:</p> <p>Bag of empty medicine bottles/packets A range of healthy food choices/ snack ingredients, Basic cookery equipment</p>
	<p>Summer</p>	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify different members of my family, understand my relationship with them and understand which forms of physical contact are acceptable or unacceptable • I can identify some things that cause conflict with friends such as keeping or not keeping secrets • I recognise people who help me in my school, family and community and can express my appreciation for them <p>Changing Me/Growing and Changing</p>	<p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Jigsaw Jo, Mixing bowl, post -it notes, wooden spoon, Happy Home recipe sheets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, PowerPoint of different types of contact, My Jigsaw Learning, t, PowerPoint picture of children, 'Mending Friendships' chart, printed on A3 or displayed on whiteboard, 'Mending Friendships' resource sheet</p> <p>Other:</p> <p>Wrapped gift box, flipchart paper, paper triangles</p>

	<ul style="list-style-type: none"> I can recognise cycles of life in nature I can tell you about the natural process of my body growing from young to old and understand that this is not in my control I can express my gender identity (whether I am male, female or non-binary) and appreciate that some parts of my body are private (PANTS rule) I can identify what I am looking forward to when I move to my next class 	<p>Jigsaw:</p> <p>Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Poem – What About You? Card leaf templates on A4, PowerPoint slide of leaf mobile instructions</p> <p>Other:</p> <p>Imatter Y2 - What happens when the body grows young to old? Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up</p> <p>PANTS rule resources: NSPCC https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</p> <p>Twinkl we are all different story https://www.twinkl.co.uk/resource/tf-or-35-we-are-all-different-story-powerpoint and A House for Everyone book</p> <p>Twinkl gender identity resource pack https://www.twinkl.co.uk/resource/t-lf-66-pshe-and-citizenship-y2-growing-up-lesson-3-pink-and-blue-lesson-pack</p> <p>Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy)</p>
Year 3	<p>Autumn</p> <p>Being Me</p> <ul style="list-style-type: none"> I can make new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rules and responsibilities I understand that my actions affect me and others and can see things from their point of view <p>Celebrating Difference</p> <ul style="list-style-type: none"> I understand that people families are important to them but that conflicts can sometimes happen I know what it means to be a witness to bullying and that a witness can make the situation better or worse by what they do I recognise that some words are used in hurtful ways and can tell you a time when my words affected someone's feelings 	<p>Jigsaw:</p> <p>Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, treasure box, Jigsaw Jino, coin and medal template, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat, o, feelings bag with cards, flipchart paper, Nightmare school, scenario cards, r, Post-It notes, Sam's letter, timer, space to display Post-Its, materials for designing a card, 'What do we see?' picture PowerPoint, Learning Charter, certificates, mood board for last Piece (lesson)</p> <p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Pictures of teacher's family, 'Family' pictures, PowerPoint, photo frame template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, Letter cards to spell 'family' (six cards with a letter on each), PowerPoint slide: Family Conflict, 'Solve it together' resource sheet/PowerPoint/poster, Family conflict scenario cards, Jigsaw Song: 'There's a Place', Resource sheet - Bullying story, Handprint paper chain master, , 'Solve it together' poster, Scenario cards, PowerPoint with prompt questions, 'Sticks and stones' PowerPoint slide, , Harlon's story, Jigsaw Journals, Attainment Descriptor Grid,</p>
	<p>Spring</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> I can tell you about a person who has faced difficult challenges and achieved success I can identify a challenge or ambition that is important to me and enjoy working out ways to achieve it 	<p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Challenge PowerPoint slides, Challenge picture cards (PowerPoint slides), Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey, , Jane Goodall factsheet, Materials for making display</p>

		<ul style="list-style-type: none"> I recognise obstacles that might hinder my achievement and can take steps to overcome them <p>Healthy Me</p> <ul style="list-style-type: none"> I understand how exercise affects my body and why my heart and lungs are such important organs I understand how important my body is including the amount of calories, fat and sugar I eat will affect my health I can tell you my knowledge and attitude towards drugs I can identify when things feel safe or unsafe and know some strategies for how to keep safe 	<p>flowers, Flower template, Garden PowerPoint, Garden Design Resource Sheet, Self-review PowerPoint slide, Jigsaw Journals, Jigsaw Jino, Self-review template,</p> <p>Other:</p> <p>Bananas, string, knives, chopping boards, cocktail sticks</p> <p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'My body in balance', PowerPoint 'Children need to be active for at least one hour a day', Fitness Challenge Template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, Jigsaw Song: 'Make A Good Decision', 'How much sugar?' game, Draw and Write instruction sheet, Feelings word template, Short story templates, : My amazing body, PowerPoint slides: Example infographic,</p> <p>Other:</p> <p>Range of food/drink (some with food labelling that show the amount of energy, fats and sugar). Try to include some healthy and less healthy choices depending on the amount of sugar and fat), , A piece of foreboding music e.g. Theme from Jaws</p>
<p>Summer</p>		<p>Relationships</p> <ul style="list-style-type: none"> I can identify the roles and responsibilities of each family member and can express my appreciation for them I can identify some skills involved in friendship I know and understand strategies for keeping safe online I can explain how some actions and work of people round the world influence my life and how my life may differ from other children <p>Changing Me/Growing and Changing</p> <ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen and that usually it is the female who has the baby I understand what a baby needs to live and grow and that all living things change as they get older. I understand that I will become more independent as I grow and change. I know what a stereotype is and that boys and girls can wear what they want. I can identify what I am looking forward to when I move to my next class 	<p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Male/female Jobs PowerPoint, Jigsaw Jino, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, 'RELATIONSHIPS', Jigsaw Chime, Jigsaw Jino, 'Calm Me' script, 'Donkey' PowerPoint, Solve it together technique, Mending friendships resource sheet, Friendship conflict scenarios, PowerPoint: Work in Other Countries Jigsaw, , Power PointChildren around the world and handouts, A set of the 'Wants and Needs' cards cut up, 'RELATIONSHIPS', Appreciation streamer description sheet</p> <p>Other:</p> <p>World map or globe, Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers,</p> <p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint of baby animal pictures, Jigsaw Jino, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat</p> <p>Other:</p> <p>Stereotypes lesson pack https://www.twinkl.co.uk/resource/cfe2-p-33-stereotypes-lesson-pack Pink and blue lesson pack – stereotypes https://www.twinkl.co.uk/resource/t-1f-66-pshe-and-citizenship-y2-growing-up-lesson-3-pink-and-blue-lesson-pack</p> <p>Growing and Changing</p> <p>Year 3 p83</p>

			<p>Imatter</p> <p>Y2 – What happens when the body changes from young to old?</p> <p>Y4 – Do boys and girls have different roles?</p> <p>Powerpoint</p>
Year 4	Autumn	<p>Being Me</p> <ul style="list-style-type: none"> I know that I can make a difference to my class team and school community I understand how democracy works and how groups make decisions I understand that my actions can affect others and can empathise with them <p>Celebrating Difference</p> <ul style="list-style-type: none"> I understand that sometimes we may make assumptions based on how people look and why I know that bullying is hard to spot and understand why witnesses to bullying may find it difficult to know what to do I can value ways in which I am special and unique I can tell you of a time my first impressions of someone changed 	<p>Jigsaw resources:</p> <p>Jigsaw Charter, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jaz, Meet and Greet Bingo resource sheet, Included/excluded PowerPoint slides, sponge football, post-its, timer, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat, school community role cards, role cards and blank job description cards, UNCRC Rights of the Child (Unicef leaflet for teacher use), Spot the difference pictures (Articles 12 and 28), UNCRC Resource sheet, , Decision PowerPoint slides, What a Mess! scenario, materials for childrens’ posters, Choices Bingo Sheets, Children’s group posters from previous Piece, Learning Charter, UNCRC Article 28 (see Piece 3), materials for childrens’ posters, certificates,</p> <p>Other:</p> <p>sponge football, timer</p> <p>Jigsaw:</p> <p>Jigsaw Chime, ‘Calm Me’ script, Jigsaw Journals, Character pictures , A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each group, A pair of spectacles with clear lenses for each group , Character answer cards, My Jigsaw Journey, Jigsaw Jerrie Cat, Optical illusion picture e.g. young/old lady (www.eyetricks.com), Picture of a dog , Response strips, Jigsaw Song: ‘There’s a Place’, Maya’s story, Jigsaw Jaz, Flip chart divided into three sections (one per group), Character cards (to show on whiteboard), Jigsaw Journals , Blue and red spectacle templates, one for each child, Puzzle 2 Attainment Descriptor Grid,</p> <p>Other:</p> <p>Teacher to source local/national info/websites about bullying on and offline, Coloured strips of paper, Glue sticks, Photos of class members, Mirrors, Template photo frames,</p>
	Spring	<p>Dreams and Goals</p> <ul style="list-style-type: none"> I can tell you about some of my hopes and dreams and understand that sometimes they don’t come true I know how to set a new plan if I am disappointed and that reflecting on positive experiences can help I can achieve a goal as part of a group and identify contributions to the group’s achievement 	<p>Jigsaw:</p> <p>Jigsaw Chime, ‘Calm Me’ script, Story puzzle card, Jigsaw Jaz, Flip chart/ whiteboard, (Optional) Book: ‘Salt in his Shoes’ by Deloris and Roslyn M. Jordan , (Optional) Video clip of Michael Jordan - teacher to source, Mirror cards or pieces of paper shaped like leaves, Collage materials (E.g. beads, ribbons) (Optional if time allows), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, , Hope and dream scenario cards, Jigsaw Jaz, Mirror dream mobiles from previous Piece, Dream Cloud resource sheet, Invitation to the Potato, Person competition, , Potato Person Identity Card template, Self-review PowerPoint,</p> <p>Other:</p>

		<p>Healthy Me</p> <ul style="list-style-type: none"> • I recognise how different friendship groups are formed and how people can be leaders or followers • I understand the facts about alcohol and smoking and understand the effects on the body as well as reasons people may do it • I recognise when people are putting me under pressure but have my own picture about what is right and wrong 	<p>Large potato for each group, Cocktail sticks, Craft materials (teacher to select) e.g. material scraps, coloured paper, beads, pipe cleaners, Chunky pens</p> <p>Jigsaw: Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template (Friendship chart), Jigsaw Journals, Teacher prepared 'Friendship chart' example, My Jigsaw Journey, Jigsaw Jerrie Cat, Different roles: Scenario cards, Smoking Facts Picture Puzzle, Scenario cards: What happens next?, Jigsaw song: Make a good decision, True/False quiz, PowerPoint slide: liver and liver facts, Aiden's story, , Remote control PowerPoint slide, Scenario PowerPoint slide</p>
Summer	<p>Relationships</p> <ul style="list-style-type: none"> • I can understand jealousy in relationships • I can identify someone I love and why they are special to me and know how to show them love and appreciation • I can tell you about someone I no longer see and recognise how friendships change • I understand that I may have a boyfriend or girlfriend when I am older <p>Changing Me/Growing and Changing</p> <ul style="list-style-type: none"> • I understand that some of my personal characteristics have come from my birth parents • I can recognise the physical differences between boys and girls and appreciate that some parts of my body are private • I can understand that some people may decide to change the gender they were assigned at birth • I can describe how a girl's body changes in order for her to be able to have babies • I know how the circle of change works and • can identify changes may be outside of my control • I can identify what I am looking forward to when I move to a new class 	<p>Jigsaw: Jigsaw Chime, 'Calm Me' script, Recommended: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively from www.jigsawpshe.com/online-store, Jigsaw Jaz, Jigsaw Journals, Jigsaw Jaz's memory box (a box filled with items e.g. shell, pine cone, pebbles, photos, other 'precious' objects), My Jigsaw Journey, Jigsaw Jerrie Cat, Jigsaw Jaz's memory box (from last Piece) 'Make Friends, Break Friends?' scenario cards, 'Mending Friendships' slide, 'Solve it together' technique slide, 'Agree' and 'Disagree' labels, PowerPoint slides of boy-friend/girl-friend couples,</p> <p>Other: Squares of strong coloured paper or card 20cm square, A range of collage materials and glue, Flipchart prepared with scenarios, Post-it notes, Mini whiteboards/ pens (or paper and pens), PowerPoint photo of Tammy, Candle, Paper and pens for creating poems and pictures</p> <p>Jigsaw: Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. (from year 2 Jigsaw resources)</p> <p>Other: Books in school – Julian is a Mermaid or Red: A crayon's story (for transgender discussions)</p> <p>Imatter – Body Parts PowerPoint</p>	
Year 5	Autumn	<p>Being Me</p> <ul style="list-style-type: none"> • I can face new challenges positively and know how to set personal goals • I understand my rights as a citizen of this country and member of the school and how democracy works • I can choose how to behave because I understand how rewards and consequences feel 	<p>Jigsaw: Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, PowerPoint montage:, UNCRC Article cards, UNCRC Rights/Responsibilities resource sheet Jigsaw Jez, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat, , Reward PowerPoint slide, Jigsaw Jez, Jigsaw Jez's bag, Post-Its, Clip of London Riots 2011 (for use if time), Piece 3 flipchart - Rights/Responsibilities, Learning Charter puzzle pieces, School Learning Charter,</p>

	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • I understand what racism is and that sometimes cultural differences can cause conflict • I understand that name-calling and rumour-spreading are forms of bullying but there are other more indirect forms of bullying too • I can understand that other cultures are different from mine and compare my life with life in the developing world 	<p>flipchart, timer, Lyrics song sheet, Song 'Together as One', , scenario cards</p> <p>Other: Newspaper, sticky tape</p> <p>Jigsaw: Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint scenario picture: Carol, Different coloured post-its (2 colours), Example Snakes and Ladders game, A3 board game grids, Scenario strip templates, Snake and ladder templates, Glue sticks, Sources of support (sourced by teacher), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, Culture wheel template, Jigsaw Journals, Culture PowerPoint pictures, Timer, Scenario cards, , Abdul and Atira picture, Abdul and Atira fact cards, Ribbon template, Happiness continuum cards- one set per group, Jigsaw Journals, BBC Learning Clip 13599 Fact sheets, certificates</p>
Spring	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I understand that I may need money to help me carry out some of my dreams and goals • I know about a range of jobs and have identified a job I may like to do • I can describe the dreams and goals of people in a different culture to mine and know that people in different cultures can learn from each other <p>Healthy Me</p> <ul style="list-style-type: none"> • I know the risks of smoking and misusing alcohol and can tell you the health risks associated with them • I can put into practice basic emergency procedures • I understand how the media, social media and celebrities promote certain body types and how this and this may relate to eating disorders • I can make healthy lifestyle choices 	<p>Jigsaw: Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Journals, PowerPoint – adult life/ jobs, and professions, Dream cloud template, My Jigsaw Journey, Jigsaw Jerrie Cat, Job charades cards, Jigsaw Jez, Jobs and Salaries cards, My Ideal Job resource sheet, Child pictures, Mary factsheet, Video clip (optional), Dream spiral template, , Jigsaw Song: 'For Me'</p> <p>Other: Internet/library books, Bag of items Optional: Teacher-sourced video clip</p> <p>Jigsaw: Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Smoking quiz sheets and answers Image of the Tobacco Industry's Poster Child, (Teacher to source- can be easily found from the internet), Optional: Teacher sourced images from the media e.g. celebrities who smoke , Optional: Children's access to the internet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, PowerPoint slide: Anti-social behaviour definition, Gregg and Lottie's story, , Recovery position PowerPoint, , PowerPoint slide: Body image definition, Message game cards, Timer, Top Tips PowerPoint slide, 'Food is...' sorting cards, Teacher to source a range of food adverts e.g. from online sources or from magazines, White card,</p> <p>Other: Teacher to source 'Photoshopped images of celebrities; before and after). Easily obtained online. Ensure male and female pictures are included, , Teacher to source a range of food adverts e.g. from online sources or from magazines, White card</p>
Summer	<p>Relationships</p> <ul style="list-style-type: none"> • I know who I am in terms of characteristics and personal qualities • I understand the positives and negatives of belonging to an online community or game as well as rights and responsibilities • I can recognise when I am having too much screen 	<p>Jigsaw: Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Labels for the online safety game (Safe, Unsafe, I'm not sure), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, PowerPoint slide: Different online communities, PowerPoint slide 'How many</p>

		<p>time</p> <ul style="list-style-type: none"> I can explain how to stay safe when using technology to communicate with my friends <p>Changing Me/Growing and Changing</p> <ul style="list-style-type: none"> I am aware of my own self-image I can describe how boys' and girls' bodies change during puberty and that menstruation is a normal part of growing up. I understand that wet dreams are a normal part of growing up. I can identify some basic facts about pregnancy I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities I can identify what I am looking forward to when I move to my next class. 	<p>gamers?', PowerPoint slide 'Mia's story', Game cards, PowerPoint slide: Mason's story, PowerPoint slide: 'Are you having too much screen time?', Screen time solutions resource, PowerPoint of text messages, PowerPoint slide of 'Clare', PowerPoint slide 'Staying Safe and happy online',</p> <p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards</p> <p>If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, My Life (from Year 3 Jigsaw resources)</p> <p>Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides (from Year 4 Jigsaw resources)</p> <p>Other:</p> <p>Some published leaflets about puberty Selection of pages from teen magazines, Flip chart paper, Paper or card for card designs Imatter Y4 – What changes happen to my body? Imatter Y5 – What is puberty? Imatter Y6 – How is a baby made?</p>
Year 6	Autumn	<p>Being Me</p> <ul style="list-style-type: none"> I can identify my goals for this year and fears for the future I understand what democracy is and how it relates to children I understand that my actions can affect people I can choose how to behave linked to rewards and consequences and rights and responsibilities <p>Celebrating Difference</p> <ul style="list-style-type: none"> I understand there are different perceptions about what normal is and how being different could affect someone's life I can explain some ways in which one person or group can have power over another and why some people may use bullying behaviours I can give examples of people with disabilities who lead amazing lives 	<p>Jigsaw:</p> <p>Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Meet and Greet Bingo sheets, Slide of J.K Rowling Optional: Teacher to source photo of J.K. Rowling from online, Spiral and flag templates, Jigsaw Jem, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat, , PowerPoint on cocoa production in Ghana,), Maslow triangle PowerPoint and templates, , anti-social behaviour scenario, role-play cards, Corner school learning charter,</p> <p>Other:</p> <p>Treasure box with rattly treasure,</p> <p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Life story of Robert/Roberta Cowell, Community pictures, Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, Jigsaw Song: 'There's a Place' Power scenario resource sheet, m, PowerPoint slide of Paralympians, YouTube clip - Paralympians, PowerPoint slide: pictures of</p>

		<p>conflict/ celebration, Peer assessment sheet, Draw cards (two alternative sets to choose from)</p> <p>Other:</p> <p>School books that include diversity such as colour or LBGTQ+</p> <p>A3 paper or sugar paper, photos of other trans people, Teacher to source bullying support information,</p>
Spring	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I can set a challenging goal for myself and work out the steps I need to achieve my goal • I can identify problems in the world that concern me and work with others to make the world a better place • I know what some people like about me and can accept their praise <p>Healthy Me</p> <ul style="list-style-type: none"> • I can take responsibility for my health and wellbeing • I know about different drugs and their effects on the body and understand that stress may contribute to people taking drugs or alcohol • I understand that some people are exploited or join gangs • I know what it means to be mentally and emotionally well 	<p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Strength cards, Jigsaw Jem, Goal cards template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, , Jigsaw Song: 'For Me', PowerPoint slides: totem poles, Totem pole goal-setting template, Global issue photo cards , World Map, Jigsaw Journals, Global Issues Photo PowerPoint, , Global issue photo cards (from Piece/ lesson 3) , Project plan sheet, Achievement card template,</p> <p>Other:</p> <p>World map, coloured triangular pieces of material and string, Recommended: Video clips of TV charity events/ charity TV adverts (Teacher to source)</p> <p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Guess what I am? PowerPoint, Taking responsibility role play cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat, , PowerPoint slide : Drug definition, PowerPoint slide : Drug categories, Drug groups sorting resource, Teacher resource sheet (Information only), Ava and Kiran's story, Advice PowerPoint slide, Gang images PowerPoint, 'Gangs are...' game cards, My emotional well template, , PowerPoint slides of adults under stress</p> <p>Other:</p> <p>Pens of two different colours (ideally red and green) enough for each group,</p>
Summer	<p>Relationships</p> <ul style="list-style-type: none"> • I know that it is important to take care of my mental health and how to do this • I understand that there are different stages of grief • I can recognise when people are trying to gain power or control • I can use technology, including online platforms, safely and positively 	<p>Jigsaw:</p> <p>Jigsaw Chime, 'Calm Me' script, Post it notes or slips of paper, PowerPoint slide 'Mental health definition', PowerPoint slide of a set of scales, Optional: Set of balance scales, 'Situation cards', Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, PowerPoint slide 'Thoughts, feelings, actions cycle' and handouts, Scenario cards, Loss or change cards, Post-its, PowerPoint - stages of grief, Scenario cards, PowerPoint slide 'Power and Control', Power and Control scenario cards, SMARTT rules PowerPoint, 'Online scenario cards', PowerPoint slide SMARTT rules from last Piece (lesson), PowerPoint slide of confused adult, PowerPoint slides of outdated technology, Planning sheets for Internet safety PowerPoint presentation,</p> <p>Other:</p> <p>20 random objects on a tray,</p>

	<p>Changing Me/Growing and Changing</p> <ul style="list-style-type: none"> • I am aware of my own self-image and self-esteem and how my body image fits into that • I can explain how girls' and boys' bodies change during puberty • I can correctly label the internal and external body parts that are necessary for making a baby • I can describe how a baby develops from conception through to birth and how it is born • I can identify my emotions and have some strategies to cope with them • I can identify what might change during the transition to secondary school 	<p>Jigsaw: Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides: female and male body changes, Animation: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Boy worries / Girl worries cards, Teacher notes page (Boy/Girl worries), Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness)., Blank paper, Jigsaw Jem's Private Post Box, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, PowerPoint slides of a baby developing in the womb, A set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, , PowerPoint slides 'Ideal bodies', 'Real' self/'ideal' self templates – 2 copies per child, PowerPoint slide - Bungee run</p> <p>Other: Growing and Changing Key Stage 2 p100 – 106 Cosmetic items: a tube of toothpaste, a hair product for men, an item of make- up Imatter Y6 – How is a baby made? Imatter y6 (mental health) – How can I challenge negative thoughts and feelings? Imatter y6 – What changes happen in my life? Growing and changing KS2 – Puberty - y5 p70 – 84 Growing and changing KS2 – Extension lesson – How a baby is made</p>
--	--	--

Appendix 2: By the end of primary school pupils should know (Statutory Content)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p>

	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>