

RSE Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: Hannah O'Sullivan and Rachel Preedy

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Introductory statement

This policy covers Thomas Jolyffe Primary School'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 as part of our Relationships Education.

Thomas Jolyffe 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. 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.

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 Thomas Jolyffe Primary School 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 Thomas Jolyffe Primary 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 to years 4 and 5 in order that girls can learn about menstruation in advance of them starting their first period.

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 sexual 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 Thomas Jolyffe Primary School is as follows (further details can be found at the end of this policy):

- Year 4, Jigsaw Lesson 2 'Changing Me' unit-Summer Term (Having a baby))
- Year 5, Jigsaw Lesson 4 'Changing Me' unit- Summer Term (Conception)
- Year 6, Jigsaw Lesson 4 'Changing Me' unit- Summer Term (Conception, birth)
- Year 6, Puberty, body changes and biology of conception workshop with external visitor.
Development of a baby in the womb and birth- Summer Term

Subject content

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

In Thomas Jolyffe 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.

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, 'No Outsiders'.

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 to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Written assignments
- Students' post lesson and unit self-evaluation

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 Thomas Jolyffe 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 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:

- Meet the Teacher sessions
- Parent's evenings
- Inductions to the school
- 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.

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)

Thomas Jolyffe Primary School 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 Thomas Jolyffe Primary School 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 Thomas Jolyffe Primary School adopted this policy on 17th October 2023. In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligations.

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

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content	Safeguarding
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	Connect us - Paired activity: changes from baby to adult Open my mind - whole class sing 'Changing as I grow' Show me or Tell me - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Teacher led discussion using photographs showing similar growth stages for humans. Let me learn - Paired activity - Life cycles, sorting the life cycle cards into the right order Help me reflect - Draw and write individual activity - 'me now and what I want to be when I grow up'.	Neglect
1	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	Open my mind - whole class sing 'Changing as I grow' Show me or Tell me - baby photo session. Distinguish between changes: body, appearance, abilities. Let me learn - individual activity, writing about how you have changed since you were a baby / little Help me reflect - individual draw and write activity: 'I am pleased I am getting older because...'	Neglect Poor parenting <i>An alternative activity may be necessary for children who do not have access to a photo of themselves as a baby (abandoned, in care, refugee, asylum seeker etc.)</i>
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	Open my mind - Whole class activity using PowerPoint slides of animals, can we identify males and females? Show me or Tell me - Same gender pairs can we identify gender from appearance alone (list three ways)? Introduction to male female 'private' body parts: penis, vagina, testicles (as covered by a swim suit). Let me learn - Class sorting activity using two hoops (intersecting) and the body part cards (emphasis on using correct names) Help me reflect - Individual draw and write activity - me in a swim suit with labelled body parts including genitalia and the correct terms.	Female genitalia mutilation Physical abuse Sexual abuse
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	Connect us - 'Find your pair' card activity to get in pairs and consider what has changed between the two card images (young animal to adult animal) Open my mind - Sing 'Changing as I grow' and go through the song lyrics identifying changes in the song (and add own ideas). Reinforce change is sometimes out of our control and it's OK. Tell me or Show me - whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles. Let me learn - Draw and write individual activity to show what they knew about a life cycle.	Poor parenting Neglect Emotional abuse
2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	Open my mind - Sing the Jigsaw Song: Changing as I grow. Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person. Tell me or Show me - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc. Let me learn - Using the Leaf template, individual draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older. Help me reflect - Individual activity, complete the sentence stem: 'One thing that changes, in a good way, when we get old is...'	Physical abuse <i>An alternative activity may be necessary for children who do not have access to photos of their grandparents.</i>
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	Connect us - Circle time activity (talking partners first) complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...' Open my mind - Whole class activity using the story of Titch and discuss the theme of growing. Tell me or Show me - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.	Poor parenting Neglect Physical abuse Emotional abuse Sexual abuse
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl	Open my mind - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class. Show me or Tell me - Whole class sorting activity, body parts specific /not specific to gender Let me learn / Help me reflect - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.	Gender-based violence Physical abuse Female genitalia mutilation
2	Piece 5 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	Connect us - circle time activity, pass the touch. Discuss when we use touch, positive and negative. Tell me or Show me - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like. Let me learn - Individual draw and write activity, 'two types of touch I like'. Help me reflect - Individual draw and write activity, 'One way I like touch is when...'	Physical abuse Sexual abuse Emotional abuse Personal Safety Neglect <i>Ensure children know some touches we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</i>

3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals	Connect us - using pair cards, find your partner and talk about changes from being a baby to an adult. Open my mind - Class activity, introduction using PowerPoint to females having babies and males having an important parenting role. Tell me or Show me - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her. Let me learn - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Help me reflect - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).	Poor parenting Neglect <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
3	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family	Connect us - whole class sing 'Changing as I grow' - and think about changes from being a baby to now Open my mind - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical). Tell me or Show me - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb. Let me learn - individual draw and write activity - what a baby needs to survive and live and grow. Help me reflect - Individual activity, list the 3 most important things a baby needs to survive and grow.	Neglect Poor parenting Emotional abuse Physical abuse
3	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings	Connect us - circle time activity, changes that have happened and good and bad things about change. Open my mind - Class activity to introduce the word puberty and changes outside the body. Tell me or Show me - class sorting activity using body cards. Reinforce puberty changes with PowerPoint. Let me learn - Paired activity using resource sheet 'My Life, My Changes'. Help me reflect - individual reflection on what may be worrying them about growing up and what they are looking forward to.	Physical abuse Sexual abuse Emotional abuse Neglect
3	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings	Open my mind - Class discussion, where does a new life start from? Pick out differences (chicken lay eggs etc.) Tell me or Show me - Class activity, PowerPoint slides to identify and explain the key elements of puberty changes inside the body and how the changes link to the start of a new life. Let me learn - Paired activity using 'The Great Growing Up Adventure'. Help me reflect - Question Answer session using 'Jigsaw Jino's Private Post Box'. Respond to the questions with the class and deal with things in a form such as 'Jigsaw Jino tells me some people aren't sure about... Let me explain it...'	Physical abuse Sexual abuse Emotional abuse Neglect Female genitalia mutilation <i>If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.</i>
3	Piece 5 Family Stereotypes	start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes	Open my mind - class activity using Task cards to think about male/female roles. Tell me or Show me - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken. Let me learn - In groups design a pillow case for a boy/girl. Is it stereotypical? Complete the sentence: 'Our design is/is not stereotypical because...' Help me reflect - individual reflection, who does which jobs in their home?	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying <i>Be mindful of cultural difference.</i>
4	Piece 1 Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being	Open my mind - class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us. Tell me or Show me - Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.) Let me learn - Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Also link to grandparent characteristics as well as those that are unique. Help me reflect - Individual draw and write activity, 'Being a truly unique human being makes me feel...'	Neglect <i>Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.</i>
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult	Open my mind - Class activity to review making special things i.e. a baby. Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask - Does everybody have to have a baby? Tell me or Show me - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg". Show the animation: The Female Reproductive System. Let me learn - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce. Help me reflect - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.	Physical abuse Emotional abuse Sexual abuse Gender -based violence <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *If aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to one basis.</i>
4	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Connect us - Whole class activity to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion. Open my mind - Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Reproductive System. Tell me or Show me - whole class activity to go through the stages of menstruation. Let me learn - Paired/small group sorting activity using 'Menstruation Cards' Help me reflect - Using Jigsaw Jaz to raise any worries about growing up.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying

5	<p>Piece 1 Self-Image and Body-Image</p>	<p>be aware of my own self-image and how my body image fits into that know how to develop my own self-esteem</p>	<p>Connect us - whole class circle activity, rolling the ball and giving compliments Open my mind - small group sorting activity, using 'Self-image Cards'. Give each card a happy / sad face. Discuss where these perceptions come from (the happy/sad faces) and share the PowerPoint slide to help children understand this issue. Tell me or Show me - Individual activity to explore how we see ourselves (self-image), using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem. Group activity using the 'Gingerbread person image' to create someone with high self-esteem. Let me learn - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples). Individual activity to change a sad face self-image card from Open my Mind, into a positive one. Help me reflect - Individual activity to write their affirmations on the front of their cards and take a few minutes in silence (perhaps with some gentle music) to repeat these to themselves. This will start to change the perceptions held in the subconscious.</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one-to-one basis.</i></p>
5	<p>Piece 2 Puberty for Girls</p>	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>	<p>Connect us - Using a carousel to work in different pairs, discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed? Open my mind and Tell me or Show me - Whole class revisit what is needed to make a baby. Show PowerPoint with pictures of sperm and eggs. Go through how the female body prepares itself to have a baby using the animation 'The Female Reproductive System'. Let me learn - Whole class revisit different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing). Help me reflect - sharing their work from Let me Learn. Remind children to use Jigsaw Jer's private post box for any questions they have, but don't want to say out loud.</p>	<p>Gender-based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal safety</p>
5	<p>Piece 3 Puberty for Boys and Girls</p>	<p>describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty</p>	<p>Connect us - Circle activity to recap on changes that happen to us as we grow and go through puberty. Open my mind - Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Point out there are no wrong or right answers and that opinions will vary. Tell me or Show me - Using the PowerPoint slides of the male organs, ensure all the children understand the male reproductive system. Use the animation: The Male Reproductive System to reinforce this. Small group activity using 'Boys in Puberty Quiz'. Review the answers together. Let me learn - Paired activity to produce an information leaflet or PowerPoint presentation for children aged 7 - 9, with the title 'Puberty - It Happens To Us All'. Help me reflect - whole class circle activity to share what they have produced and compare notes on the kind of questions and topics they have chosen to address.</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex whereas for others this will mean fancying someone of the opposite sex. If it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard.</i></p>
6	<p>Piece 3 Girl Talk/Boy Talk</p>	<p>ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive</p>	<p>Connect us - Paired activity to reinforce trust and depending on each other. Open my mind - Circle activity to play the Puberty Round. Let me learn - Single gender activity (if possible) using the questions from Help me Reflect in Piece 2. Groups discuss the question and agree a helpful answer. Class activity to share questions and answers. Reminder of the importance for trust, respect and consideration when talking about such sensitive and important issues. Help me reflect - Circle activity to make sure everyone is OK with the answers and doesn't have any further questions.</p>	<p>Gender-based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal Safety <i>*This Piece should, if it can be arranged, provide the opportunity for a single gender session, preferably working with a teacher or facilitator of their own sex and to ask questions.</i></p>
6	<p>Piece 4 Babies - Conception to Birth</p>	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby</p>	<p>Open my mind - Class discussion to consider a baby developing. Use the PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' Tell me or Show me - Range of activities to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth' Let me learn - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swap cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally). Help me reflect - Individual activity to consider: What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future?</p>	<p>Neglect Physical abuse Emotional abuse Sexual abuse <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i></p>
6	<p>Piece 5 Attraction</p>	<p>understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>	<p>Open my mind - Class mind mapping activity for the word 'independence'. Tell me or Show me - Small group activity using birthday cards (aimed at 13 year olds) to discuss perceptions (negative and positive aspects) of being a teenager. Class discussion to draw out key aspects and to reiterate that with additional 'rights' come responsibilities. Let me learn - Small group activity using the 'holding hands' cards to discuss what physical attraction is. Help me reflect - Individual writing activity to reflect on ways to cope with growing up.</p>	<p>Neglect Physical abuse Emotional abuse Sexual abuse Child sexual exploitation <i>When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.</i></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.	<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"> • 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 (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. • 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, including the importance of respect for others online including when we are anonymous. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me

	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> • Celebrating Difference
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