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Relationships and Sex Education (RSE) Policy

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary academy school we must provide relationships education to all students as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At this school we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents and approved by the Trust Education Committee. The consultation and policy development process involved the following steps:

1. Review – The Trust Head of Legal reviewed all relevant information including relevant national and local guidance to produce a draft template. This was reviewed by the Trust Education Executive Team and then approved by the Trust Education Committee.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were sent information about the policy and were invited to ask questions and make comments.
4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made in light of the consultations, the policy was shared with senior Trust staff and the Local Governing Body and ratified.

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

At Abbey Woods, we follow The Jigsaw PSHE Programme.

This includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum.

It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence.

Abbey Woods have decided to use these lessons in their RSHE Programme alongside the subject matter in NC Science.

Curriculum

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

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

As part of this curriculum we will teach sex education at Abbey Woods and this will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

This curriculum will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy

- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that could cause them harm
- Recognise intimate physical relationships are for adults

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

Implementation

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level.

We provide an inclusive PSHE curriculum that promotes understanding and mutual respect for all. We reflect diversity within our PSHE curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Relationships Education focuses on teaching fundamental building blocks and characteristics of positive relationships including:

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

NB As part of this curriculum we will teach sex education. This will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Resources:

We use Jigsaw, The mindful approach to PSHE and RSE, providing a detailed and comprehensive programme of learning.

The lessons will be taught by the class teacher, supported by the subject leader as well as a member of the SLT.

Please see our RSE curriculum map in Appendix 2.

Teaching and learning styles

RSE is taught within the PSHE framework, supported by the Jigsaw resources and planning:

- Teaching methods take into account the developmental differences of children
- There is opportunity for discussion in whole class or small groups.
- Teaching will focus on both boys and girls. Sessions will be taught in single sex groups if necessary.
- Each class will establish a set of ground rules that create a safe environment in which no-one feels anxious or embarrassed
- Teachers can protect pupils' privacy by using distancing techniques i.e. depersonalising discussions
- Ground rules should reduce the chances of unexpected questions but in the event of inappropriate questions the teacher should return to it later, possibly on an individual basis.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given priority to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Managing Difficult Questions

All aspects of our RSE curriculum are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in a whole class situation and these will be followed up separately on an individual or group basis. This is to reduce the likelihood of children whose questions go unanswered turning to inappropriate sources of information, such as the internet.

Confidentiality and safeguarding

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and how other people's behaviour affects them

- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help.

Roles and responsibilities

The Trust Education Committee

The Trust Education Committee will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see **Parents' right to withdraw**).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Miss Ruth Walker is the PSHE/RSE subject lead and RSE will be taught in an age appropriate manner to all year groups by all teachers in the school.

Students

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE in our school is monitored by the RSE lead alongside SLT through:

- Planning scrutiny
- Learning walks
- Pupil Voice

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

This policy will be reviewed by the Trust every two years. At every review, the policy will be approved by the Trust Education Committee.

Appendix 1: Relationships and sex education curriculum map

Year group	Term	Topic/theme details	Resources
Year 1	Autumn 1	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • Special and Safe (Knowing how to use my Jigsaw journal) • My class (Understanding the rights and responsibilities as a member of the class) • Rights and responsibilities • Rewards and feeling proud (Knowing my views are valued and can contribute to the learning charter) • Consequences (Recognising the choices I make and understanding the consequences) • Owning our learning charter (Understanding my rights and responsibilities within our learning charter) 	Jigsaw
Year 1	Autumn 2	<p>Celebrating Differences:</p> <ul style="list-style-type: none"> • The same as... (Identifying similarities between people in my class) • Different from... (Identifying differences between people in my class) • What is bullying? (Telling you what bullying is) • What do I do about bullying? (Knowing some people who I could talk to if I was feeling unhappy or being bullied) • Making new friends (Knowing how to make new friends) • Celebrating difference; celebrating me (Telling you some ways I am different from my friends) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 1	Spring 1	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> • My treasure chest of success (Setting simple goals) • Steps to goals (Setting a goal and working out how to achieve it) • Achieving together (Understanding how to work well with a partner) • Stretchy learning (Tackling a new challenge and understanding this might stretch my learning) • Overcoming obstacles (Identifying obstacles which make it more difficult to achieve my new challenge and working out how to overcome them) • Celebrating my success (Telling you how I felt when I succeeded in a new challenge and how I celebrated it) 	Jigsaw
Year 1	Spring 2	<p>Healthy Me:</p> <ul style="list-style-type: none"> • Being healthy (Understanding the difference between being healthy and unhealthy, and knowing some ways to keep myself healthy) • Healthy choices (Knowing how to make healthy lifestyle choices) • Clean and healthy (Knowing how to keep myself clean and healthy, and understanding how germs cause disease/illnesses. Knowing that all household products including medicines can be harmful if not used properly) • Medicine safety (Understanding that medicines can help me if I feel poorly and knowing how to use them safely) • Road safety (Knowing how to keep safe when crossing the road, and about people who can help me to stay safe) • Happy, healthy me (Telling you why I think my body is amazing and identifying some ways to keep it safe and healthy) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 1	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Families (Identifying the members of my family and understanding that there are lots of different types of families) • Making friends (Identifying what being a good friend means to me) • Greetings (Knowing appropriate ways of physical contact to greet my friends and knowing which ways I prefer) • People who help us (Knowing who can help in my school community) • Being my own best friend (Recognising my qualities as person and a friend) • Celebrating my special relationships (Telling you why I appreciate someone who is special to me) 	Jigsaw
Year 1	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> • Life cycles (Starting to understand the life cycles of animals and humans) • Changing me (Telling you some things about me that have changed and some things about me that have stayed the same) • My changing body (Telling you how my body has changed since I was a baby) • Boys' and girls' bodies (identifying the parts of the body that make boys different to girls and using the correct names for these: penis, testicles, vagina, vulva, anus) • Learning and growing (Understanding that every time I learn something new I change a little bit) • Coping with changes (Telling you about changes that have happened in my life) 	<p>Jigsaw</p> <p>NSPCC PANTS resources</p>

Year group	Term	Topic/theme details	Resources
Year 2	Autumn 1	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • Hopes and fears for the year (Identifying some of my hopes and fears for this year) • Rights and responsibilities (Understanding the rights and responsibilities for being a member of my class and school) • Rewards and consequences (Understanding the rights and responsibilities for being a member of my class) • Rewards and consequences (Listening to other people and contributing my own ideas about rewards and consequences) • Our learning charter (Understanding how following the learning charter will help me and others learn) • Owning our learning charter (Recognising the choices I make and understanding the consequences) 	Jigsaw
Year 2	Autumn 2	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> • Boys and girls (Starting to understand that sometimes people make assumptions about boys and girls – stereotypes) • Boys and girls • Why does bullying happen? (Understanding that bullying is sometimes about difference) • Standing up for myself and others (Recognising what is right and wrong and knowing how to look after myself) • Gender diversity (Understanding that it is ok to be different from other people and to be friends with them) • Celebrating difference and still being friends (Telling you some ways I am different from my friends) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 2	Spring 1	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Goals to success (Choosing a realistic goal and thinking about how to achieve it) • My learning strengths (Carrying on trying -persevering- even when finding things difficult) • Learning with others (Recognising who I work well with and who it is more difficult for me to work with) • A group challenge (Working well in a group) • Continuing our group challenge (Telling you some ways I worked well with my group) • Celebrating our achievement (Knowing how to share success with other people) 	Jigsaw
Year 2	Spring 2	<p>Healthy Me:</p> <ul style="list-style-type: none"> • Being healthy (Knowing what I need to keep my body healthy) • Being relaxed (Showing/telling you what relaxed means and knowing some things that make me feel relaxed and some things that make me feel stressed) • Medicine safety (Understanding how medicines work in my body and how important it is to use them safely) • Healthy eating (Sorting foods into the correct food groups and knowing which foods my body needs every day to keep me healthy) • Healthy eating (Making some healthy snacks and explaining why they are good for my body) • Happy, healthy me (Deciding which foods to eat to give my body energy) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 2	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Families (Identifying the different members of my family, understanding my relationship with each of them and knowing why it is important to share and cooperate) • Keeping safe – exploring physical contact (Understanding that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not) • Friends and conflict (Identifying some of the things that cause conflict with my friends) • Secrets (Understanding that sometimes it is good to keep a secret and sometimes it is not good to keep a secret) • Trust and appreciation (Recognising and appreciating people who can help me in my family, my school and my community) • Celebrating my special relationships (Expressing my appreciation for the people in my special relationships) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 2	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old (Telling you about the natural process of growing from young to old and understanding that this is not in my control) • The changing me (Recognising how my body has changed since I was a baby and where I am on the continuum from young to old) • Boys' and girls' bodies (Recognising the physical differences between boys and girls, using the correct names for the parts of the body and appreciating that some parts of my body are private) • Assertiveness (Understanding there are different types of touch and telling you which ones I like and don't like) • Looking ahead (Identifying what I am looking forward to when I move to my next class) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 3	Autumn 1	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • Getting to know each other (Recognising my worth and identifying positive things about myself and my achievements) • Our nightmare school (Facing new challenges positively, making responsible choices and asking for help when I need it) • Our dream school (Understanding why rules are needed and how they relate to rights and responsibilities) • Rewards and consequences (Understanding that my actions affect myself and others and I care about other people's feelings) • Our learning charter (Making responsible choices and taking action) • Owning our learning charter (Understanding my actions affect others and trying to see things from their points of view) 	Jigsaw
Year 3	Autumn 2	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> • Families (Understanding that everybody's family is different and important to them) • Family conflict (Understanding that differences and conflicts sometimes happen among family members) • Witness and feelings (Knowing what it means to be a witness to bullying) • Witness and solutions (Knowing that witnesses can make the situation better or worse by what they do) • Words that harm (Recognising that some words are used in harmful ways) • Celebrating difference: compliments (Telling you about a time when my words affected someone's feelings and what the consequences were) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 3	Spring 1	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Dreams and goals (Telling you about a person who has faced difficult challenges and achieved success) • My dreams and ambitions (Identifying a dream/ambition that is important to me) • A new challenge (Enjoying facing new learning challenges and working out the best ways for me to achieve them) • Our new challenge (Being motivated and enthusiastic about achieving our new challenge) • Our new challenge – overcoming obstacles (Recognising obstacles which might hinder my achievement and taking steps to overcome them) • Celebrating my learning (Evaluating my own learning process and identifying how it can be better next time) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 3	Spring 2	<p>Healthy Me:</p> <ul style="list-style-type: none"> • Being fit and healthy (Understanding how exercise affects my body and knowing why my heart and lungs are such important organs) • Being fit and healthy (Knowing that the amount of calories, fat and sugar I put into my body will affect my health) • What do I know about drugs? (Telling you my knowledge and attitude towards drugs) • Being safe (Identifying things, people and places that I need to keep safe from. Knowing some strategies for keeping myself safe, who to go to for help and how to call emergency services) • Safe or unsafe (Identifying when something feels safe or unsafe) • My amazing body (Understanding how complex my body is and how important it is to take care of it) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 3	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Family roles and responsibilities (Identifying the roles and responsibilities of each member of my family and reflecting on the expectations for males and females) • Friendship (Identifying and putting into practice some of the skills of friendship) • Keeping myself safe online (Knowing and using some strategies for keeping myself safe online) • Being a global citizen (Explaining how some of the actions and work of people around the world help and influence my life) • Being a global citizen (Understanding how my needs and rights are shared by children around the world and can identify how our lives may be different) • Celebrating my web of relationships (Knowing how to express my appreciation to my friends and family) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 3	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> • How babies grow (Understanding 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) • Babies (Understanding how babies grow and develop in the mother's uterus. Understanding what a baby needs to live and grow) • Outside body changes (Understanding that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identifying how boys' and girls' bodies change on the outside during this growing up process) • Inside body changes (Identifying how boys' and girls' bodies change on the inside during the growing up process and telling you why these changes are necessary so that their bodies can make babies when they grow up) • Family stereotypes (Starting to recognise stereotypical ideas I might have about parenting and family roles) • Looking ahead (Identifying what I am looking forward to when I move to my next class) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 4	Autumn 1	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • Becoming a class ‘team’ (Knowing my attitudes and actions make a difference to the class team) • Being a school citizen (Understanding who is in my school community, the roles they play and how I fit in) • Rights, responsibilities and democracy (Understanding how democracy works through the School Council) • Rewards and consequences (Understanding that my actions affect myself and others; I care about other people’s feelings and try to empathise with them) • Our learning charter (Understanding how groups come together to make decisions) • Owning our learning charter (Understanding my actions affect others and trying to see things from their points of view) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 4	Autumn 2	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> • Judging by appearance (Understanding that, sometimes, we make assumptions based on what people look like) • Understanding influences (Understanding what influences me to make assumptions based on how people look) • Understanding bullying (Knowing that sometimes bullying is hard to spot and knowing what to do if I think it is going on but I'm not sure) • Problem-solving (Telling you why witnesses sometimes join in with bullying and sometimes don't tell) • Special me (Identifying what is special about me and valuing the ways in which I am unique) • Celebrating difference – how we look (Telling you a time when my first impression of someone changed when I got to know them) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 4	Spring 1	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Hopes and dreams (Understanding that sometimes hopes and dreams do not come true and that this can hurt) • Broken dreams (Knowing that reflecting on positive and happy experiences can help me to counteract disappointment) • Overcoming disappointment (Knowing how to make a new plan and setting new goals even if I have been disappointed) • Creating new dreams (Knowing how to make a new plan and set new goals even if I have been disappointed) • Achieving goals (Knowing how to work out the steps to take to achieve a goal, and doing this successfully as part of a group) • We did it! (Identifying the contributions made by myself and others to the group's achievements) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 4	Spring 2	<p>Healthy Me:</p> <ul style="list-style-type: none"> • My friends and me (Recognising how different friendship groups are formed, how I fit into them and the friends I value the most) • Group dynamics (Understanding there are people who take on the roles of leaders or followers in a group, and knowing the role I take on in different situations) • Smoking (Understanding the facts about smoking and its effect on health, and also some of the reasons why people start to smoke) • Alcohol (Understanding the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol) • Healthy friendships (Recognising when people are putting me under pressure and explaining ways to resist this when I want) • Celebrating my inner strength and assertiveness (Knowing myself well enough to have a clear picture of what I believe is right and wrong) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 4	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Jealousy (Recognising situations which can cause jealousy in relationships) • Love and loss (Identifying someone I love and expressing why they are special to me) • Memories (Telling you about someone I know that I no longer see) • Getting on and falling out (Recognising how friendships change, knowing how to make new friends and how to manage when I fall out with my friends) • Girlfriends and boyfriends (Understanding what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older) • Celebrating my relationships with people and animals (Knowing how to show love and appreciation to the people and animals who are special to me) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 4	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> • Unique me (Understanding 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) • Having a baby (Correctly labelling the internal and external parts of male and female bodies that are necessary for making a baby) • Girls and puberty (Describing how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this) • Circles of change (Knowing the circle of change works and applying it to changes I want to make in my life) • Accepting change (Identifying changes that have been and may continue to be outside of my control that I learnt to accept) • Looking ahead (Identifying what I am looking forward to when I move to a new class) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 5	Autumn 1	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • My year ahead (Facing new challenges positively and knowing how to set personal goals) • Being a citizen of my country (Understanding my rights and responsibilities as a citizen of my country) • Year 5 responsibilities (Understanding my rights and responsibilities as a citizen of my country and as a member of my school) • Rewards and consequences (Making choices about my own behaviour because I understand how rewards and consequences feel) • Our learning charter (Understanding how an individual's behaviour can impact on a group) • Owning our learning charter (Understanding how democracy and having a voice benefits the school community and knowing how to participate in this) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 5	Autumn 2	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> • Different cultures (Understanding that cultural differences sometimes cause conflict) • Racism (Understanding what racism is) • Rumours and name-calling (Understanding how rumour-spreading and name-calling can be bullying behaviours) • Types of bullying (Explaining the difference between direct and indirect types of bullying) • Does money matter? (Comparing my life with people in the developing world) • Celebrating difference across the world (Understanding a different culture from my own) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 5	Spring 1	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> • When I grow up (Understanding that I will need money to help me achieve some of my dreams) • Investigate jobs and careers (Knowing about a range of jobs carried out by people I know and exploring how much people earn in different jobs) • My dream job – why I want it and the steps to get there (Identifying a job I would like to do when I grow up and understanding what motivates me and what I need to do to achieve it) • Dreams and goals of young people in other cultures (Describing the dreams and goals of young people in a culture different to mine) • How can we support each other? (Understanding that communicating with someone in a different culture means we can learn from each other and identifying a range of ways we could support each other) • Rallying support (Encouraging my peers to support young people here and abroad meet their aspirations, and suggesting ways we might do this e.g. through sponsorship) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 5	Spring 2	<p>Healthy Me:</p> <ul style="list-style-type: none"> • Smoking (Knowing the health risks of smoking and telling you how tobacco affects the lungs, liver and heart) • Alcohol (Knowing some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart) • Emergency aid (Knowing and putting into practice basic emergency aid procedures and knowing how to get help in emergency situations) • Body image (Understanding how the media, social media and celebrity culture promotes certain body types) • My relationship with food (Describing the different roles food can play in people’s lives and explaining how people can develop eating problems relating to body image pressures) • Healthy me (Knowing what makes a healthy lifestyle including healthy eating and the choices one needs to make to be healthy and happy) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 5	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Recognising me (Having an accurate picture of who I am as a person in terms of my characteristics and personal qualities) • Safety with online communities (Understanding that belonging to an online community can have positive and negative consequences) • Being in an online community (Understanding there are rights and responsibilities in an online community or social network) • Online gaming (Knowing there are rights and responsibilities when playing a game online) • My relationship with technology: screen time (Recognising when I am spending too much time using devices – screen time) • Relationships and technology assessment opportunity (Explaining how to stay safe when using technology to communicate with my friends) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 5	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> • Self and body image (Being aware of my own self-image and how my body image fits into that) • Puberty for girls (Explaining how a girl’s body changes during puberty and understanding the importance of looking after yourself physically and emotionally) • Puberty for boys (Describing how boys’ and girls’ bodies change during puberty) • Conception (Understanding that sexual intercourse can lead to conception and that is how babies are usually made) • Looking ahead (Identifying what I am looking forward to about becoming a teenager and understanding this brings growing responsibilities – age of consent) • Looking ahead (Identifying what I am looking forward to when I move to my next class) 	<p>Jigsaw</p> <p>Oxfordshire School Health Nursing Team</p> <ul style="list-style-type: none"> • Channel 4 Living and Growing video

Year group	Term	Topic/theme details	Resources
Year 6	Autumn 1	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • My year ahead (Identifying goals for the year, understanding fears and worries about the future and knowing how to express them) • Being a global citizen (Knowing that there are universal rights for all children but for many children these rights are not met) • Being a global citizen (Understanding that my actions affect other people locally and globally) • The learning charter (Making choices about my own behaviour because I understand how rewards and consequences feel and understanding how these relate to my rights and responsibilities) • Our learning charter (Understanding how an individual's behaviour can impact on a group) • Owning our learning charter (Understanding how democracy and having a voice benefits the school community) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 6	Autumn 2	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> • Am I normal? (Understanding there are different perceptions about what normal means) • Understanding difference (Understanding how being different could affect someone's life) • Power struggles (Explaining some of the ways in which one person or a group can have power over another) • Why bully? (Knowing some of the reasons why people use bullying behaviours) • Celebrating difference (Giving examples of people with disabilities who lead amazing lives) • Celebrating difference (Explaining ways in which difference can be a source of conflict and a cause for celebration) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 6	Spring 1	<p>Dreams and Puzzles:</p> <ul style="list-style-type: none"> • Personal learning goals (Knowing my learning strengths and setting challenging but realistic goals for myself) • Steps to success (Working out the learning steps I need to take to reach my goal and understanding how to motivate myself to work on these) • My dream for the world (Identifying problems in the world that concern me and talking to other people about them) • Helping to make a difference (Working with other people to help make the world a better place) • Helping to make a difference (Describing some ways in which I can work with other people to help make the world a better place) • Recognising our achievements (Knowing what some people in my class like or admire about me and can accept their praise) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 6	Spring 2	<p>Healthy Me:</p> <ul style="list-style-type: none"> • Taking responsibility for my health and well-being (Taking responsibility for my health and making choices that benefit my health and well-being) • Drugs (Knowing about different types of drugs and their uses and their effects on the body particularly the liver and heart) • Exploitation (Understanding that some people can be exploited and made to do things that are against the law) • Gangs (Knowing why some people join gangs and the risk this involves) • Emotional and mental health (Understanding what it means to be emotionally well and exploring people’s attitudes towards mental health/illness) • Managing stress and pressure (Recognising stress and the triggers that cause this and understanding how stress can cause drug and alcohol misuse) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 6	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • What is mental health (Knowing that it is important to take care of my mental health) • My mental health (Knowing how to take care of my mental health) • Love and loss (Understanding that there are different stages of grief and that there are different types of loss that can cause people to grieve) • Power and control (Recognising when people are trying to gain power or control) • Being online: real or fake? Safe or unsafe? (Judging whether something online is safe and helpful for me) • Using technology responsibly (Using technology positively and safely to communicate with my friends and family) 	Jigsaw

Year group	Term	Topic/theme details	Resources
Year 6	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> • My self-image (Awareness of my own self-image and how my body image fits into that) • Puberty (Explaining how girls’ and boys’ bodies change during puberty and understanding the importance of looking after yourself physically and emotionally) • Babies: conception to birth (Describing how a baby develops from conception through the nine months of pregnancy, and how it is born) • Boyfriends and girlfriends (Understanding how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend) • Real self and ideal self (An awareness of the importance of a positive self-esteem and what I can do to develop it) • The year ahead (Identifying what I am looking forward to and what worries me about the transition to secondary school) 	<p>Jigsaw</p> <p>Oxfordshire School Health Nursing Team</p> <ul style="list-style-type: none"> • Channel 4 Living and Growing video • 4 You, Growing Up – what’s it all about? • Change Tunnel Resource

Appendix 2: By the end of primary school students should know

Topic	Students should know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Topic	Students should know
	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, 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
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so

Topic	Students should know
	<ul style="list-style-type: none">• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form - withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	