



DOWNSVIEW PRIMARY SCHOOL
RELATIONSHIP and HEALTH EDUCATION
POLICY (INCLUDING SEX EDUCATION)

Originator: Meghan Pugh
Revision Date: May 2023
To be revised: May 2026

Downsview Primary School
Biggin Way
Upper Norwood
London
SE19 3XE

Telephone: 020 8764 4611
Email: sec1@downsview.croydon.sch.uk
Webpage: www.downsview.croydon.sch.uk

Signed on behalf of the Governing Board: _____ Chair of
Governors

Date: _____

Relationships and Health Education Policy (including Sex Education) Downsview Primary & Nursery School

Downsview is committed to providing our pupils with a broad and balanced, enriched and inspiring curriculum which is accessible to all. It is our ambition to develop the potential of all individuals to prepare them for their roles as adult members of society. Our Golden Rule is RESPECT, we teach our children to respect adults, peers, the environment, their own and other peoples' cultures no matter what their own personal beliefs may be. There is no hierarchy in rights.

People Responsible: Headteacher, Deputy Head - Teaching & Learning, School Leadership Team, and the Safety, Healthy Body, Mind & Spirit subject leaders

Associated Policies:

- PSHCE
- Safeguarding
- E-Safety
- Computing
- Home-School Agreement
- Health & Safety
- Equality Statement
- Diversity & Inclusion
- Educational Visits
- SEND

Introduction and definitions

This Policy has been written, taking into account the National Curriculum 2014, Keeping Children Safe in Education 2015 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance DfE 2019.

This Policy covers the teaching of Relationships, Health and Sex Education. You may also hear it referred to as Relationships and Health Education or Safety, Healthy Body, Mind and Spirit, but as we wish to be clear about all aspects of this curriculum we have decided to call it Relationships and Health Education. For convenience, in this document we will refer to the subject as **RHE**.

We define **Relationships education** as teaching children about positive relationships, with a focus on friendships including online, family relationships, and relationships with other children and with adults.

Health education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. Children will learn about menstruation, and girls will be helped to prepare for the beginning of their periods and ensure they know how to manage dealing with their periods at school.

Sex education at primary school, teaches children basic scientific facts about how humans and other animals grow and reproduce. This is done predominantly through the statutory Science Curriculum. What we are teaching the children is in preparation for the more sophisticated demands of the secondary school curriculum.

Why do we have an RHE policy?

Although schools have been teaching this curriculum for many years, it is only since the Children and Social Work Act of 2017 that there has been a legal requirement for RHE to be delivered. This means that we need to update our approach and to review the content of our lessons. With the further statutory introduction of Relationships and Health Education from September 2020 it is now more important for schools to clarify what will be taught and when.

Why teach RHE?

Relationships education aims to equip children with the skills and knowledge they need in order to form happy, healthy relationships throughout their lives. Children will learn about friendships and families, how to stay safe online and in the real world, and how to seek help when they need to. Health education helps children to make informed decisions about their health and wellbeing, to recognise when they or others may have problems, and to know where and how to get help. All lessons will be delivered in an age-appropriate way, using carefully selected resources and lesson plans (*see Appendix 2 & 3 for lesson overview*).

Organisation, Planning and Delivery of RHE

RHE forms part of our PSHCE curriculum and is taught throughout EYFS and Key Stages 1 & 2. From Summer Term 2020 the school will be following the Jigsaw Scheme of Work, an overview of which can be found in *Appendix 3*.

During EYFS pupils will begin building the foundations of understanding who they are and how relationships work. They will have opportunities to explain how they feel and how to get on with others. They will also begin to explore the importance of staying healthy and keeping clean.

During Key Stage 1 pupils will have had the opportunity to gain the knowledge and skills necessary to build and maintain healthy relationships. They will consider the effect of their behaviour on other people and will be able to identify and respect differences between people. They will discuss different ways in which family and friends care for each other. Pupils learn the basic rules and skills for keeping themselves clean and healthy. They also learn to name the main parts of the human body and will be taught about changes in humans from babyhood to old age.

During Key Stage 2 pupils have the opportunity to express their views and learn to respect the views of others. They discuss changes, both physical and emotional, that occur at puberty and how to deal with these in a positive way. Pupils practise skills in making judgements and decisions and in being able to resist peer pressure around issues affecting their health and wellbeing. Pupils learn how people can maintain good relationships, for example by listening, supporting and caring. At Downview a range of teaching methods which involve children's full participation are used to teach Health and Relationship Education. These include circle time, media, discussion, case studies, role-play and drama. Ground rules are used to establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the school aims and curriculum content for RHE. As a first principle, we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group in a sensitive and age appropriate way only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance.

Teaching of RHE: The member of staff responsible for the class will deliver lessons. Some learning may also take place as part of school assemblies where this is linked with the school's values of Resilience, Trust, Love, Diversity, Co-operation and Responsibility. We may sometimes invite external agencies to deliver specific lessons or activities e.g. NSPCC. Parents and carers will be informed when visiting agencies are planned and given any necessary information about the proposed sessions. However, where the assembly content follows RHE objectives parents will not have the right to withdraw.

What will be taught?

Downsview follow the Jigsaw Scheme of Work which covers all the Statutory Requirements of:

- *Relationships Education* - teaches children the skills they will need throughout life in order to build happy, healthy and safe relationships. It aims to help them develop acceptance of other people, and to understand the importance of respect and kindness. (see *Appendix 1*)
- *Health Education* - covers the way our physical and mental wellbeing are interconnected. (see *Appendix 1*)
- *Sex Education* – Naming parts of the body, puberty and human reproduction are delivered through the science curriculum, which builds understanding from Year One onwards. Not every year group will study topics related to sex and reproduction (see *Appendix 3*).

An overview of the topics covered can be found in *Appendix 2*.

Withdrawal of Pupils from RHE

There is no right to withdraw from Relationships Education, or from Sex Education that is delivered as part of the National Curriculum Science. Nor is there any right to withdraw from Health Education. This is because the topics covered, such as respect, safety and friendships are important to enable children to grow up into healthy adults who can make informed decisions.

National Curriculum Science

At Key Stage 1 the content includes:

- knowing that animals including humans, move, feed, grow, use their senses and reproduce
- being able to recognise and compare the main external parts of the bodies of humans
- knowing that humans and animals can produce offspring and these grow into adults
- being able to recognise similarities and differences between themselves and others and to treat others with sensitivity

At Key Stage 2 the content includes:

- knowing that the life processes common to humans and other animals include nutrition, growth and reproduction
- knowing about the main stages of the human life cycle and how humans develop with age (puberty)
- knowing about the reproductive process and naming the organs involved

See *Appendix 1* for coverage of Relationships and Health Education which is taken from the [DfE Guidance Document - Relationships, Sex & Health Education](#).

Parents do have the right to withdraw their child from Sex Education that is delivered outside of the National Curriculum for Science and Relationships and Health Education. The school follows the Jigsaw Scheme of Work (see *Appendix 2*) and have identified the lessons from the Scheme where Puberty and Human Reproduction are covered (see *Appendix 3*).

Parents who wish to withdraw their child from lessons identified as Sex Education and as such are delivered outside the National Curriculum should contact their child's class teacher to discuss the

matter. This will allow them to talk through their concerns and to ask any questions they may have. It will also allow the school to explain the curriculum and the benefits that their child will gain from taking part in the lessons. A record will be made of the discussion and reasons for withdrawal, but such requests will be granted and children provided with alternative learning whilst sex education is being delivered.

Equal Opportunities: All pupils are entitled to receive RHE regardless of ability, gender, race, religious belief or grouping. At Downsview Primary School all pupils experience a programme of RHE at a level which is appropriate for their age and physical development.

Respect to Different Beliefs

At Downsview we are a community that is rich, wide and diverse and as such there will be many differing views around RHE. However, while we will always respect personal views all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. We believe that RHE should meet the needs of all pupils, regardless of their developing sexuality, and we will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of content and context.

Sensitive Issues

a) Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Pupils may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will answer questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

b) Abortion

We recognise that some pupils may be aware of abortion and that they may be developing opinions about it. They may also ask questions. Adults in school will acknowledge these questions and respond generally to factual enquiries.

c) Sexually Transmitted Infections (STIs) and HIV/AIDS

We will not teach directly about STIs, however we will respond sensitively to questions posed by pupils. Teachers will use their professional judgement and the guidance available to them to ensure their responses are factually correct and appropriate to the age of the child.

d) Gender Identity and Sexual Orientation

We understand our responsibility to ensure that RHE meets the needs of all our pupils. Whatever their developing sexuality and gender identity, pupils must feel that RHE is relevant to them and their families and be sensitive to their needs. We acknowledge that in our inclusive, diverse community many of our pupils will be aware of heterosexual and homosexual relationships, as well as those identifying as transgender, bi and non-binary and they may ask questions about these. We will answer these questions factually, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy. Where a question or comment from a pupil is a cause for concern then staff will refer to the school Safeguarding Policy and follow

procedure. For more information on how we address LGBTQ+ at Downsview please see the Jigsaw parents Leaflet on our [PSHCE curriculum page on the school website](#).

e) Female Genital Mutilation (FGM)

The school takes pro-active action to protect and prevent our girls being forced to undertake FGM. Any questions related to FGM will be dealt with sensitively while ensuring pupils are aware of the law and their rights. Any concerns will be dealt with in accordance with the schools Safeguarding Policy and our mandatory responsibility to report FGM.

Assessing and Monitoring

The delivery of RHE will be monitored by the school's SLT and Subject Leads as part of the school's monitoring cycle.

Review and Consultation

This Policy will be reviewed every 3 years. It will be reviewed by the Governing Board and the Headteacher, and where changes are made to the curriculum content, in consultation with parents and staff. This will be done through the school website.

Relationships, Sex and Health Education – Statutory Learning Objectives DfE 2019

Relationships Education (primary)

Families and people who care for me	<p>Pupils should know</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing Education

Mental Wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
------------------	---

	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved with the right support
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

Equality will underpin the curriculum, ensuring that each of the 9 protected characteristics of the Equal Opportunities Act (age, disability, race, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual orientation.) and the schools Diversity and Inclusion Policy are reflected throughout.

Appendix 2 – Jigsaw Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Appendix 2 – Jigsaw Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 3 – Jigsaw Lessons covering Puberty and Human Reproduction

Puberty and Human Reproduction learning in Jigsaw 3-11

	Theme	Content	Curriculum Area
EYFS	Growing Up	How we have changed since we were babies	ELG (Personal, social and emotional development, Understanding the world)
Yr1	My Changing Body	Understanding that growing and changing is natural and happens to everybody at different rates	Health Education
	Boys' & Girls' Bodies	Appreciating the parts of the body that make us different and using the correct name for them	Relationships Education (Being Safe)
Yr2	The Changing Me	Where am I on the journey from young to old, and what changes can I be proud of?	National Curriculum Science
	Boys and Girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?	Relationships Education (Being Safe)
Yr3	Outside Body Changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them	Sex Education
	Inside Body Changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them	Sex Education
Yr4	Having a Baby	The Choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens	Sex Education
	Girls & Puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation	Health Education
Yr5	Puberty for Girls	Physical changes and feelings about them – importance of looking after yourself	National Curriculum Science, Health Education
	Puberty for Boys	Developing understanding of changes for both sexes – reassurance and exploring feelings	National Curriculum Science, Health Education
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of new life	National Curriculum Science
Yr6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us	National Curriculum Science, Health Education
	Girl talk/boy talk	A chance to ask questions and reflect	National Curriculum Science, Health Education
	Conception to birth	The story of pregnancy and birth	National Curriculum Science

	Jigsaw Lesson	Learning Intention	Curriculum Area
Nursery	My Body	I can name parts of the body and show respect for myself	ELG (Personal, social and emotional development, Understanding the world)
	Respecting My Body	I can tell you some things I can do and some foods I can eat to be healthy	ELG (Personal, social and emotional development, Understanding the world)
	Growing Up	I understand that we all start as babies and grow into children then adults	ELG (Personal, social and emotional development, Understanding the world)
Reception	My Body	I can name parts of the body	ELG (Personal, social and emotional development, Understanding the world)
	Respecting My Body	I can tell you some things I can do and some foods I can eat to be healthy	ELG (Personal, social and emotional development, Understanding the world)
	Growing Up	I understand that we all grow from babies to adults	ELG (Personal, social and emotional development, Understanding the world)
Year 1	Life Cycles	I am starting to understand life cycles of animals and humans	National Curriculum Science
	Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	Health Education
	My changing Body	I can tell you how my body has changed since I was a baby	Health Education
	Boys and Girls Bodies	I can identify the parts of the body that make boys and girls different and use the correct names for these	Relationships Education (Being Safe)
Year 2	Life cycles in Nature	I can recognise cycles of life in nature	National Curriculum Science
	Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	National Curriculum Science
	The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	National Curriculum Science
	Boys and Girls Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of the body are private	Relationships Education (Being Safe)

Year 3	How Babies Grow	I 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	Sex Education
	Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	Sex Education
	Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	Sex Education
	Inside Body Changes	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	Sex Education
Year 4	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	Sex Education
	Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	Sex Education
	Girls & Puberty	I can 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	Health Education
Year 5	Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	National Curriculum Science, Health Education
	Puberty for Boys	I can describe how boys' and girls' bodies change during puberty	National Curriculum Science, Health Education
	Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	National Curriculum Science, Health Education
Year 6	Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	National Curriculum Science, Health Education
	Babies: Conception to Birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	National Curriculum Science

