



# **EMERSON VALLEY SCHOOL**

## **RELATIONSHIPS & SEX EDUCATION POLICY**

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## Statement of Intent

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

*DFE, 2020*

This document is a statement of the aims, principles and practice at Emerson Valley School. We teach Relationships and Sex Education (RSE) through our scheme of work for PSHE, called Jigsaw. This scheme has been quality assured by the PSHE association as meeting the requirements set out in the governments 'Relationship and Sex Education Guidance' and is in line with the statutory changes to teaching 'Relationships' Education from September 2020.

At Emerson Valley School it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. At Emerson Valley School we offer a nurturing environment and give children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, decision-making, building resilience and nurturing mental and physical health, Jigsaw (the PSHE programme we use) encourages mutual respect, responsibility, self esteem and properly equips children with the tools they need to thrive as individuals, family members and members of our local community. The mindfulness approach allows children to advance their emotional awareness, concentration and focus.

## 1 INTRODUCTION

Emerson Valley School aims to provide a stimulating and caring environment in which each child will experience high standards of education and preparation for the future. Parents are the key people in teaching their children about sex, relationships and growing and our school will support parents in this role with understanding and sensitivity.

## 2 OUR AIMS

Our aims are:

- To support the personal and social development of all children by allowing them to explore their feelings and relationships to promote self-knowledge, self-respect and respect and sensitivity to/ for others.
- To give children an elementary understanding of human reproduction.
- To offer balanced and factual information appropriate to the age and maturity of our children, acknowledging the moral and ethical issues involved.
- To improve their decision-making skills so that when faced with difficult decisions, they make the right choice.

### 3 WHAT IS RELATIONSHIPS AND SEX EDUCATION?

“Relationships and Sex” means lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of long-term, stable and loving relationships, family life and marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” - Sex and Relationship Education Guidance DfES January 2010.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

It has three main elements:

#### 3.1 Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of stable and loving relationships, family life and marriage, for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

#### 3.2 Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Learning how to recognise and resist peer pressure

- Managing conflict
- Learning how to recognise and avoid unsafe situations, including the dangers of the internet and media pressure

### 3.3 Knowledge and Understanding

- Learning and understanding physical development and appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and understanding that there is a range of local and national sexual health advice and support services
- Promoting the benefits of delaying sexual activity
- The avoidance of unplanned pregnancy and disease

## 4 HOW RELATIONSHIPS AND SEX EDUCATION IS TAUGHT

It is important that Relationships and Sex Education:

- Is taught within a programme which offers progressive and differentiated learning, which is sensitive to the needs of individuals and groups;
- Promotes the spiritual, moral, social, cultural and physical development of children in order to help them prepare for the responsibilities and experiences of adult life;
- Recognises the importance of loving and caring relationships;
- Enables children to use appropriate vocabulary for all parts of the body and to be able to describe how their bodies work;
- Generates an atmosphere where questions and discussion on sexual matters can take place without embarrassment;
- Reassures children that change is part of the life cycle of humans and gives support to children in adjusting to these changes;
- Promotes respect of differing perspectives in a culturally diverse society;
- Provides opportunities for children to practise and develop their assertiveness skills.

Many aspects of RSE are covered in the statutory Science curriculum; but we believe this is not sufficient enough to equip children to make and act on decisions about their personal relationships, therefore RSE is also taught through the '**Changing Me**' theme of the Jigsaw PSHE scheme in the summer term every year. Appendix 1 gives an overview of the content of the curriculum for each year group. Appendix 2, taken straight from the Jigsaw scheme of work, breaks down the content of each lesson in both the 'Relationships' and 'Changing Me' units..

RSE will usually be taught by the class teacher as s/he is a person of trust to the children and the teacher knows what is appropriate to teach individuals. Some aspects of RSE may be taught in single sex groups. Teaching groups may include class, small group or individuals according to the sensitivity of the subject matter and individual, personal needs. This will be decided by individual year groups based on the needs of the children in particular the needs of SEND children. Teachers will be prepared to respond to children's questions as and when they arise if the questions are deemed appropriate to the lesson or subject under discussion. A wide

range of teaching and learning methods will be employed such as discussion, problem solving, circle-time, drama, games, ICT, videos etc.

## 4.1 Equal Opportunities

Children will have equal access to education unless specifically withdrawn from this provision by their parents. Parents may withdraw their children from the Sex Education sessions, but children are required to attend all lessons that form part of the statutory National Curriculum requirements of the Science Curriculum and all Relationship Education Sessions. See below for more information about the withdrawal process.

At Emerson Valley School, we actively promote non-sexist language, discuss issues of equal opportunity and develop a positive attitude to variety and difference. Discrimination on the grounds of sexual orientation will be dealt with immediately and appropriately, in a way that preserves the dignity and value of people in society, without promoting their actions. Extra care will be taken to ensure sensitivity is shown towards children whose learning ability, maturity, experience of family life or inappropriate sexual knowledge may be a cause for concern. RSE should help all children understand their physical and emotional development and empower them to take responsibility for the decisions they make in their lives.

## 4.2 Confidentiality

Children should feel confidence and trust in their relationship with their teachers and teachers will respect this confidence when dealing with questions raised. However, they cannot promise that certain issues discussed with them will remain confidential. The teacher may involve the parents, contact other staff or an appropriate outside agency for advice, but in every case the interests of the child will remain paramount. Where a child discloses any form of abuse, the Designated Safeguarding Lead will be informed immediately so that the procedures outlined in our Child Protection Policy can be followed. The rules regarding confidentiality will be discussed with children at the start of all RSE programmes. In addition, it is recognised that some children are not comfortable asking questions in large group situations and may choose instead to use the question box provided in class for this. This question box is discussed in detail with the children at the start of their RSE programme and also with parents at the RSE Information evening.

## 4.3 Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Until this meeting with the above mentioned has taken place, children will be expected to take part in Sex Education lessons. It is the responsibility of the parents/carers to organise this meeting **prior to Sex Education starting in the Summer term**. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers **cannot withdraw their child/ren** from any aspect of Relationships Education.

## 4.4 Assessment and Record Keeping

The science aspect of RSE will be taught through relevant topics which are assessed at the end of each unit taught. Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. As part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson and this can be recorded in their Jigsaw Journals as and when the class teacher feels it is appropriate to do so.

## 4.5 Monitoring and Evaluating the subject

PSHE and science leaders will monitor the effectiveness of the planning and teaching in order to ensure standards of RSE learning remain secure. The PSHE subject leader will monitor the delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of Jigsaw Journals
- Staff meetings to review and share ideas.

## 5 USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies where we are aware that they take or promote extreme political positions.



## Appendix 1 - OVERVIEW OF CURRICULUM COVERAGE

Jigsaw Content Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

| Term             | Puzzle name            | Content   |
|------------------|------------------------|---|
| <b>Autumn 1:</b> | Being Me in My World   | Includes understanding my place in the class, school and global community as well as devising Learning Charters                           |
| <b>Autumn 2:</b> | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work  |
| <b>Spring 1:</b> | Dreams and Goals       | Includes goal-setting, aspirations, working together to design and organise fund-raising events   |
| <b>Spring 2:</b> | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices                                     |
| <b>Summer 1:</b> | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education |
| <b>Summer 2:</b> | Changing Me            | Includes Relationships and Sex Education in the context of looking at change  |

### ***Jigsaw RSE Content***

The following section explains specific RSE content for each year group:

#### **Year 3**

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; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; 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 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 at puberty; inside body changes at puberty; family stereotypes.

In year 3 children learn that in animals, including humans, it is usually the female that has a baby. They begin to understand how babies grow in the mother's uterus and once born, what a baby needs to live and grow. Children are introduced to the word 'puberty' as the process of a child's body growing into an adult's body. Using biological

terminology the children begin to learn about the changes that happen to the body during puberty, both outside and inside and why these changes are necessary so that their bodies can make babies when they grow up. They start to recognise stereotypical ideas they might have about parenting and family roles.

#### **Year 4**

Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

Children in year 4 learn that babies are made from the joining of an egg and sperm and that because of this some of their personal characteristics come from each parent. They learn the correct biological names for the internal and external parts of male and female bodies that are necessary for making a baby and that a sperm meets an egg during 'a specially close and loving embrace'. All children learn how girls' bodies change in order for her to be able to have babies as an adult and that menstruation (having periods) is a natural part of this.

They can identify changes that have been and may continue to be out of their control that they have learned to accept.

#### **Year 5**

Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; 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; SMARRT internet safety rules; 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.

In year 5 children learn the concept of 'self-image' and how they see themselves may differ from how they are perceived by others. Children continue to learn about how boys' and girls' bodies change during puberty and discuss how they might feel about this. They learn that being attracted to others is a natural part of growing up. The meanings of terms such as 'gay' are clarified as they arise. The children learn that babies are usually made during sexual intercourse but sometimes people need IVF to help them have a baby. Children learn that having a baby is a choice that is made by responsible adults and discuss different situations and scenarios represented in the world around them e.g. same sex parents. Contraception is discussed. Children identify what they are looking forward to about being a teenager and begin to understand that growing up brings growing responsibilities. Children are made aware that the age of consent for sexual intercourse is 16.

## **Year 6**

Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Children in year 6 discuss their own self-image and learn how to develop their self-esteem. They talk about how celebrities are represented in magazines and how these images are 'airbrushed' and are not realistic representations. The children use their knowledge to answer questions and give advice to their peers about worries and concerns they have about getting older. They continue to learn about the importance of looking after themselves physically and emotionally. More advanced terminology is explained to the children as it arises.

In year 6, children will describe how a baby develops from conception, through the nine months of pregnancy, and how it is born.

They discuss how being physically attracted to someone changes the nature of relationships.

As they near the end of the theme the children reflect on their experiences of primary school and discuss their worries about transition to secondary school.

The class teacher will teach SRE. A range of teaching methods are used which include use of video, discussion, games and practical activities. Sex and relationship education is usually delivered in mixed gender groups.

Resources to teach sex and relationship education include fiction, reference books, extracts from videos, diagrams and case studies. All resources are provided along with the 'Jigsaw' scheme of work to complement the activities that are suggested.



## Appendix 2 - 'RELATIONSHIPS' AND 'CHANGING ME' UNIT COVERAGE

### YEAR 3

#### Relationships:

| Weekly Celebration  | Pieces   | PSHE learning intention   | Social and emotional development learning intention   | Resources  |
|---|--|---|---|--|
| Know how to make friends  | 1. Family Roles and Responsibilities   | I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females | I can describe how taking some responsibility in my family makes me feel                                  | Jigsaw Chime, 'Calm Me' script, Male/female Jobs PowerPoint, Jigsaw Jino, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Try to solve friendship problems when they occur                    | 2. Friendship  | I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener                       | I know how to negotiate in conflict situations to try to find a win-win solution                          | Jigsaw Song: 'RELATIONSHIPS', Jigsaw Chime, Jigsaw Jino, 'Calm Me' script, 'Donkey' PowerPoint, Solve it together technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.                                     |
| Help others to feel part of a group                                 | 3. Keeping Myself Safe Online  | I know and can use some strategies for keeping myself safe online   | I know who to ask for help if I am worried or concerned about anything online                             | Jigsaw Jino, Jigsaw Chime, PowerPoint slide of 'Gaming App', 'Top Tips' cards, 'Calm me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Show respect in how they treat others                               | 4. Being a Global Citizen 1  | I can explain how some of the actions and work of people around the world help and influence my life                                | I can show an awareness of how this could affect my choices   | Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, World map or globe, Bag of items including fair trade chocolates, a t-shirt made in a different country, rice, sugar, PowerPoint: Work in Other Countries, Jigsaw, sweetcorn, Mobile phone, Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Know how to help themselves and others when they feel upset or hurt | 5. Being a Global Citizen 2  | I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.       | I can empathise with children whose lives are different to mine and appreciate what I may learn from them | Jigsaw Chime, 'Calm Me' script, PowerPoint-Children around the world and handouts, A set of the 'Wants and Needs' cards cut up, Paper and pens to create posters, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jino.   |
| Know and show what makes a good relationship                        | 6. Celebrating My Web of Relationships<br>Puzzle Outcome: Appreciation Streamers | I know how to express my appreciation to my friends and family  | I enjoy being part of a family and friendship groups  | Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'RELATIONSHIPS', Appreciation streamer description sheet, Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat. |

#### Changing me:

| Weekly Celebration   | Pieces   | PSHE learning intention  | Social and emotional development learning intention   | Resources   |
|--|--|--|---|---|
| Understand that everyone is unique and special                   | 1. 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   | I can express how I feel when I see babies or baby animals  | Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint of baby animal pictures, Jigsaw Jino, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Can express how they feel when change happens                    | 2. Babies  | I understand how babies grow and develop in the mother's uterus<br>I understand what a baby needs to live and grow   | I can express how I might feel if I had a new baby in my family   | Jigsaw Chime, 'Calm Me' script, Baby PowerPoint slide, Mini-whiteboards/ pens (or paper and pens), Baby growing PowerPoint, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.   |
| Understand and respect the changes that they see in themselves   | 3. Outside Body Changes  | I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies<br>I can identify how boys' and girls' bodies change on the outside during this growing up process | I recognise how I feel about these changes happening to me and know how to cope with those feelings     | Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, My Life, My Changes' sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.   |
| Understand and respect the changes that they see in other people | 4. 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              | I recognise how I feel about these changes happening to me and know how to cope with these feelings     | Parent/Child pairs cards (from lesson/Piece 1), Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body Changes from Piece (lesson) 3, PowerPoint slides: Changes on the inside, Animations (moving diagrams): Male and Female Reproductive Systems, 'The Great Growing Up Adventure' sheet, Jigsaw Journals, Post-it notes/small slips of paper, Jigsaw Jino, Jigsaw Jerrie Cat. |
| Know who to ask for help if they are worried about change        | 5. Family Stereotypes  | I can start to recognise stereotypical ideas I might have about parenting and family roles   | I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes | Charades cards, Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Task card resource sheet, Flipchart paper/pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Are looking forward to change                                    | 6. Looking Ahead<br>Assessment Opportunity ★<br>Puzzle Outcome: Ribbon Mobiles | Identify what I am looking forward to when I move to my next class   | start to think about changes I will make next year and know how to go about this                        | Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, PowerPoint slide for 'Ribbon mobiles', Wooden batons/ sticks, Different coloured paper strips (6 per child), Tape, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.  |

## YEAR 4

### Relationships:

| Weekly Celebration  | Pieces  | PSHE learning intention  | Social and emotional development learning intention   | Resources  |
|---|---|--|---|--|
| Know how to make friends  | 1. Jealousy   | I can recognise situations which can cause jealousy in relationships   | I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens  | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jealousy PowerPoint, 'Situation Cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Try to solve friendship problems when they occur                    | 2. Love and Loss  | I can identify someone I love and can express why they are special to me   | I know how most people feel when they lose someone or something they love   | Jigsaw Chime, 'Calm Me' script, Recommended: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively from www.jigsawpshe.com/online-store, Flipchart prepared with scenarios, Post-it notes, Jigsaw Jaz, Jigsaw Journals, Jigsaw Jaz's memory box (a box filled with items e.g. shell, pine cone, pebbles, photos, other 'precious' objects), My Jigsaw Journey, Jigsaw Jerrie Cat. |
| Help others to feel part of a group                                 | 3. Memories<br>Puzzle outcome: Memory Box   | I can tell you about someone I know that I no longer see   | I understand that we can remember people even if we no longer see them  | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jigsaw Jaz's memory box (from last Piece) Mini whiteboards/ pens (or paper and pens), PowerPoint photo of Tammy, Candle, Paper and pens for creating poems and pictures, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Show respect in how they treat others                               | 4. Getting on and Falling Out   | I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends | I know how to stand up for myself and how to negotiate and compromise   | Jigsaw Chime, 'Calm Me' script, Mini whiteboards and pens/ or paper and pens, 'Make Friends, Break Friends?' scenario cards, 'Mending Friendships' slide, 'Solve it together' technique slide, Jigsaw Jaz, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Know how to help themselves and others when they feel upset or hurt | 5. Girlfriends and Boyfriends   | I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older  | I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend | Jigsaw Chime, 'Calm Me' script, Mini whiteboards and pens/ or paper and pens, 'Agree' and 'Disagree' labels, PowerPoint slides of boyfriend/girlfriend couples, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Know and show what makes a good relationship                        | 6. Celebrating My Relationships with People and Animals<br>Assessment Opportunity ★ | I know how to show love and appreciation to the people and animals who are special to me                               | I can love and be loved   | Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Squares of strong coloured paper or card 20cm square, A range of collage materials and glue, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.  |

### Changing Me:

| Weekly Celebration   | Pieces  | PSHE learning intention  | Social and emotional development learning intention   | Resources  |
|--|---|--|---|--|
| Understand that everyone is unique and special                   | 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   | Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Can express how they feel when change happens                    | 2. Having a Baby  | I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby   | I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult          | Making Things cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz's Post box (from last lesson), Jigsaw Jerrie Cat.  |
| Understand and respect the changes that they see in themselves   | 3. Girls and 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 | I have strategies to help me cope with the physical and emotional changes I will experience during puberty                        | How do I feel about puberty? cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/ or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| Understand and respect the changes that they see in other people | 4. Circles of Change<br>Puzzle Outcome: Circles of Change | I know how the circle of change works and can apply it to changes I want to make in my life  | I am confident enough to try to make changes when I think they will benefit me  | Jigsaw Song: 'A New Day', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures, Sofa and Levi PowerPoint, Circle of Change diagram/template, Split pins, Cardboard arrows, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Know who to ask for help if they are worried about change        | 5. Accepting Change                                       | I can identify changes that have been and may continue to be outside of my control that I learnt to accept   | I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively | Emotions cards, PowerPoint slides of environmental change, Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Are looking forward to change                                    | 6. Looking Ahead<br>Assessment Opportunity ★              | I can identify what I am looking forward to when I move to a new class   | I can reflect on the changes I would like to make next year and can describe how to go about this                                 | Jigsaw Jaz, Jigsaw Chime, The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw Jaz's post box, Circle of Change templates, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.   |

## YEAR 5

### Relationships:

| Weekly Celebration  | Pieces  | PSHE learning intention  | Social and emotional development learning intention  | Resources  |
|---|---|--|--|--|
| Know how to make friends  | 1. Recognising Me   | I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities | I know how to keep building my own self-esteem   | Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Mini-whiteboards and pens or paper and pens, Paper and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Try to solve friendship problems when they occur                    | 2. Safety with Online Communities   | I understand that belonging to an online community can have positive and negative consequences           | I can recognise when an online community feels unsafe or uncomfortable   | Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Labels for the online safety game (Safe, Unsafe, I'm not sure), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Help others to feel part of a group                                 | 3. Being in an Online Community   | I understand there are rights and responsibilities in an online community or social network              | I can recognise when an online community is helpful or unhelpful to me   | Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Different online communities<br>Flipchart and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Show respect in how they treat others                               | 4. Online Gaming  | I know there are rights and responsibilities when playing a game online                                  | I can recognise when an online game is becoming unhelpful or unsafe  | Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'How many gamers?', PowerPoint slide 'Mia's story', Game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Know how to help themselves and others when they feel upset or hurt | 5. My Relationship with Technology: screen time   | I can recognise when I am spending too much time using devices (screen time)                             | I can identify things I can do to reduce screen time, so my health isn't affected                                      | Jigsaw Jez, Jigsaw Chime, 'Calm Me' script<br>Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason's story, PowerPoint slide: 'Are you having too much screen time?', Screen time solutions resource, Screen time log (optional), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| Know and show what makes a good relationship                        | 6. Relationships and Technology<br>Assessment Opportunity ★<br>Puzzle outcome: Internet Safety Poster (staying safe and happy online) | I can explain how to stay safe when using technology to communicate with my friends                      | I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others | Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint of text messages, PowerPoint slide of 'Clare', PowerPoint slide 'Staying Safe and happy online', Paper and pens for poster designs, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.  |

### Changing Me:

| Weekly Celebration   | Pieces   | PSHE learning intention  | Social and emotional development learning intention  | Resources   |
|--|--|--|--|---|
| Understand that everyone is unique and special                   | 1. Self and Body Image                             | I am aware of my own self-image and how my body image fits into that   | I know how to develop my own self-esteem   | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Self-image cards, Emoji face classroom labels, Airbrushed images (teacher sourced), PowerPoint slide 'Self-image prompts', Frame card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Can express how they feel when change happens                    | 2. 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  | I understand that puberty is a natural process that happens to everybody and that it will be ok for me | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Wornies cards<br>If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.   |
| Understand and respect the changes that they see in themselves   | 3. Puberty for boys                                | I can describe how boys' and girls' bodies change during puberty   | I can express how I feel about the changes that will happen to me during puberty                       | Tennis ball, Jigsaw Chime, 'Calm Me' script, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys' n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals, Jigsaw Jez's post box, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat. |
| Understand and respect the changes that they see in other people | 4. Conception                                      | I understand that sexual intercourse can lead to conception and that is how babies are usually made<br>I also understand that sometimes people need IVF to help them have a baby | I appreciate how amazing it is that human bodies can reproduce in these ways                           | Relationships Cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 8 cards, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort - statements, true/false cards, explanation cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez's post box, Jigsaw Jerrie Cat.  |
| Know who to ask for help if they are worried about change        | 5. Looking Ahead 1<br>Puzzle Outcome: Change Cards | I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)                                       | I am confident that I can cope with the changes that growing up will bring                             | Jigsaw Song sheet: 'A New Day', Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Selection of pages from teen magazines, Flip chart paper, Paper or card for card designs, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.  |
| Are looking forward to change                                    | 6. Looking Ahead 2                                 | I can identify what I am looking forward to when I move to my next class.  | I can start to think about changes I will make next year and know how to go about this.                | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Spinning top template, Circle of Change template, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.  |

## YEAR 6

### Relationships:

| Weekly Celebration  | Pieces  | PSHE learning intention  | Social and emotional development learning intention  | Resources  |
|---|---|--|--|--|
| Know how to make friends  | 1. What is Mental Health?   | I know that it is important to take care of my mental health   | I understand that people can get problems with their mental health and that it is nothing to be ashamed of                       | Jigsaw Chime, 'Calm Me' script, Post-it notes or slips of paper, PowerPoint slide 'Mental health definition', PowerPoint slide of a set of scales, Optional: Set of balance scales, 'Situation cards', Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jemie Cat.   |
| Try to solve friendship problems when they occur                    | 2. My Mental Health   | I know how to take care of my mental health  | I can help myself and others when worried about a mental health problem  | Jigsaw Chime, 'Calm Me' script, Ball of string or wool, PowerPoint slide 'Thoughts, feelings, actions cycle' and handouts, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jemie Cat.   |
| Help others to feel part of a group                                 | 3. Love and Loss  | I understand that there are different stages of grief and that there are different types of loss that cause people to grieve | I can recognise when I am feeling those emotions and have strategies to manage them  | 20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Optional: Jigsaw in Focus book: 'Can You Hear the Sea?' available to purchase inexpensively from the Jigsaw online store <a href="http://www.jigsawpshe.com/online-store">www.jigsawpshe.com/online-store</a> , Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jemie Cat. |
| Show respect in how they treat others                               | 4. Power and Control  | I can recognise when people are trying to gain power or control  | I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control | Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide 'Power and Control', Power and Control scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jemie Cat.  |
| Know how to help themselves and others when they feel upset or hurt | 5. Being Online: Real or Fake? Safe or Unsafe?  | I can judge whether something online is safe and helpful for me  | I can resist pressure to do something online that might hurt myself or others  | Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Calculators, SMARTT rules PowerPoint, 'Online scenario cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jemie Cat.   |
| Know and show what makes a good relationship                        | 6. Using Technology Responsibly<br>Puzzle Outcome: Internet Safety Presentation<br>Assessment Opportunity ★ | I can use technology positively and safely to communicate with my friends and family   | I can take responsibility for my own safety and well-being   | Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide SMARTT rules from last Piece (lesson), PowerPoint slide of confused adult, PowerPoint slides of outdated technology, Planning sheets for internet safety PowerPoint presentation, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jemie Cat.   |

### Changing Me:

| Weekly Celebration   | Pieces   | PSHE learning intention  | Social and emotional development learning intention  | Resources  |
|--|--|--|--|--|
| Understand that everyone is unique and special                   | 1. My Self Image   | I am aware of my own self-image and how my body image fits into that   | I know how to develop my own self esteem   | Classroom labels (letter A- D), 'Time and Money' PowerPoint slides, Facts About Fashion PowerPoint slide, Jigsaw Chime, 'Calm me' script, Flip chart and pens, Unhelpful/helpful resource, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jemie Cat.   |
| Can express how they feel when change happens                    | 2. Puberty   | I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally         | I can express how I feel about the changes that will happen to me during puberty   | Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides: female and male body changes, Animation: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Boy worries / Girl worries cards, Teacher notes page (Boy/Girl worries), Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness), Blank paper, Jigsaw Jem's Private Post Box, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jemie Cat. |
| Understand and respect the changes that they see in themselves   | 3. Babies: Conception to Birth<br>Assessment Opportunity ★ | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born  | I can recognise how I feel when I reflect on the development and birth of a baby   | Tennis ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slides of a baby developing in the womb, A set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jemie Cat.   |
| Understand and respect the changes that they see in other people | 4. Boyfriends and Girlfriends                              | I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend | I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to | Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Should I / Shouldn't I? resource, Diamond 9 Cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jemie Cat.   |
| Know who to ask for help if they are worried about change        | 5. Real self and ideal self                                | I am aware of the importance of a positive self-esteem and what I can do to develop it   | I can express how I feel about my self-image and know how to challenge negative 'body-talk'  | Jigsaw Chime, 'Calm me' script, Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up, PowerPoint slides 'Ideal bodies', 'Real' self/ideal self templates – 2 copies per child, Different coloured pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jemie Cat.  |
| Are looking forward to change                                    | 6. The Year Ahead  | I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.                      | I know how to prepare myself emotionally for the changes next year.  | Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, PowerPoint slide - Bungee run, Paper and pens, Optional: Blank T-shirts, Optional: Fabric pens, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jemie Cat.  |