



## ST PETER'S SCHOOL

### RELATIONSHIP EDUCATION, RELATIONSHIP AND SEX EDUCATION AND HEALTH EDUCATION POLICY

<b>Persons responsible</b>	Head and Chair of Pupils & Learning Committee
<b>Document date</b>	October 2024
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#### Aims

At St Peters School we aim to:

- equip children with the necessary and relevant information that is essential to their development into informed young adults.
- provide a secure and open environment rooted in respect for children to freely discuss and ask questions.
- ensure children know where to find information safely.
- provide a curriculum which reflects the richly diverse society that we live in.
- prepare children for the changes that occur during adolescence.
- provide a curriculum that safeguards our children both on and offline.

#### Statutory Information

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make "Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools." DfE Guidance p.8

In teaching RSE, we must show due regard to guidance issued by the Secretary of State as outlined in Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. We must also ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst protected characteristics. Teaching should also reflect the law as it applies to relationships, so that young people clearly understand what the law does and does not allow, and the wider legal implications of decisions they make.

At St Peter's we teach RSE as set out in this policy.

## **Policy Development**

The PSHE lead compiled information, including national and local guidelines to write the policy. This policy has been developed in consultation with parents, governors and staff. Governors, staff and parents have been briefed on the changes to the RSE curriculum. Once amendments were made the policy was shared with governors and ratified.

## **Definition**

Relationships education is about teaching the importance of positive, healthy and respectful relationships, both in the real world and virtually by building upon the valuable lessons learnt from home. It is about providing children with accurate information and developing important skills that children are able to draw upon to make informed decisions.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. (DfE, 2019)

RHSE is about the understanding of the importance of stable & loving relationships for family life, 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.

RHSE has 3 main elements:

- attitudes & values (respect, love & care; understanding moral dilemmas; & the value of relationships)
- personal & social skills (managing emotions & relationships; self-respect & empathy; understanding consequences)
- Knowledge & understanding (learning about physical development, sexuality, sexual health, emotions & relationships) RHSE involves a combination of sharing information, and exploring issues and values.

## **Curriculum**

At St Peter's School, RHSE is an implicit part of our PSHE scheme of work (Jigsaw) which is taught across the whole school, mainly through the 'Changing Me' focus in the Summer Term.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding

<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

According to the DfE, 'research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'. Although based on Jigsaw, we have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils 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 (this may include 1:1 discussion with a pupil and/or referral of questions back to parents). Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting. Our curriculum is set out as per Appendix 1.

We teach RHSE in the context of the school's aims and values. While RHSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values that underpin all our work in school. In particular, we teach RHSE in the belief that:

- RHSE should be taught in the context of long term relationships and family life
- RHSE is part of a wider social, personal, spiritual and moral education
- Children should be taught to respect their own bodies
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity
- It is important to build positive relationships with others involving trust and respect
- Children need to learn about self-control and consent

Teachers will facilitate an environment rooted in respect where children feel comfortable and confident to ask questions and discuss concerns. Where necessary, these questions may be addressed on a one to one or small group if this is more appropriate. Our curriculum will value, promote and reflect the diverse society we live in.

### **Delivery of RSE Relationships Education**

Relationships Education is statutory requirement in primary schools. Parents do not have the right to withdraw their child from this. There are 32 outcomes that pupils should know by the end of primary school. These are covered through the following topics

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

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. The teaching around 'families' will sensitively reflect and celebrate the different forms that these take and will include, single parent families, LGBT parents, families where grandparents are the main carer, adoptive parents, foster parents/ carers. LGBT will be taught as an integral part of PSHE lessons and not discretely. We believe that all families should be represented and valued as part of our curriculum.

### **Health Education**

Health Education is statutory requirement in primary schools. Parents do not have the right to withdraw their child from this. There are 35 outcomes that pupils should know by the end of primary school. Both physical and mental wellbeing are covered, so that children have the information they need to make good decisions. Pupils will learn about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The teaching of puberty is now a statutory requirement and sits within 'Health Education' 'Changing Adolescent Body'. Within the Jigsaw programme this is taught within the 'Changing Me Puzzle'. **'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE NOT from Relationships or Health Education' (DfE Guidance, 2019)**

### **Sex Education**

It is important that we prepare children in a manner that supports their ongoing emotional and physical development effectively before they move on to secondary school. The Department of Education recommends 'that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils' (DfE Guidance, p23). After scrutinising the DfE RSE guidance, we have concluded that Sex Education in primary schools consists of 'human reproduction'. We have chosen to incorporate some elements of Sex Education within the KS2 curriculum in order to prepare the children for the changes that adolescence brings and ensure they know how a baby is conceived and born. However, Sex Education is not statutory learning within primary schools and parents may choose to withdraw their children from some or all aspects of this. As part of the Science curriculum children will learn about human development including reproduction.

**In Year 2**, children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs. **In Year 5**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

Sex Education is taught within the unit 'Changing Me' and is covered in:

- Year 4 -Having a baby
- Year 5- Conception

## Year 6 –Conception to birth

All lessons containing Sex Education content will be highlighted within our plans (Appendix 2) Parents will be fully informed of our curriculum. Any parent wishing to withdraw their child from the Sex Education components not included in the statutory National Curriculum for Science should contact the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

### **Parents Right To Withdraw**

Parents and carers should be aware that schools are legally required to teach a broad and balanced curriculum. RHSE topics can arise incidentally in other subjects such as Science and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. It is also worth noting that while a child may be withdrawn from a lesson, it is inevitable that peers will talk about the content of lessons and parents/ carers should consider whether it is better that their child hears information accurately from a teacher. Teachers will always encourage children to talk to parents and carers about their learning in RSE and to share any worries or concerns.

Parents and Carers are able to request online access to lesson plans and slides used for each topic and can come in to view animations used to support teaching by contacting their class teacher or the PHSE lead directly.

Parents **do not** have the right to withdraw their child from Relationships or Health Education.

Parents **do not** have the right to withdraw their children from the National Curriculum Science lessons on reproduction.

Parents **do** have the right to excuse their child from the non-statutory sex education lessons within PHSE.

Parents need to submit a request to the Headteacher for their child to be excused from non-statutory sex education lessons within RSHE, which will be used to form a discussion between the parent and a member of SLT.

Children will be asked to limit discussions around the content of the sex education lessons to the class and home environment, however, please be aware that they will naturally want to talk with their peers about elements of the sex education lessons. It will need to be considered, whether it would be better for children to be part of a professional and sensitive discussion or be at risk from hearing this information third hand.

### **Safeguarding**

Teachers conduct RHSE lessons in a sensitive manner. If a child makes a reference to being involved in or about being likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a safeguarding concern. Teachers will respond in the same way if a child indicates that they may have been a victim of abuse. The teacher will alert the Headteacher as Designated Safeguarding Lead, or in her absence one of the school's Deputy DSLs and our Child Protection Policy will be followed.

### **Roles & Responsibilities**

The Governing Body will approve the RSE policy and hold the Headteacher/ SLT to account for its implementation.

It is the responsibility of the Headteacher to ensure that staff and parents/cares are informed about the schools RHSE policy and that it is effectively implemented. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training to be able to teach effectively and sensitively.

Staff are responsible for the delivery of RSE through the Jigsaw programme in a sensitive and age appropriate. Children will be assessed every term by their class teacher to monitor their progress in PSHE. Staff will approach all areas with positivity and empathy.

All pupils are expected to engage fully with RSE lessons in a sensible and respectful way.

### **Monitoring Arrangements**

The RSE curriculum will be monitored by the Senior Leadership team and PSHE Lead through:

- Learning Walks
- Work Scrutiny
- Feedback from pupils, staff and parents/carers

### **Review**

This policy will be reviewed annually by the PSHE Lead. Any amendments will be approved by the Headteacher and the Chair of the Pupils and Learning Committee.

**Appendix 1 –  
Jigsaw Coverage in line with RSHE Department for Education Statutory Guidance**

By the end of primary pupils should know:

Relationships and Sex Education (RSE)		Coverage						
Families and People Who Care for Me		Years						
		R	1	2	3	4	5	6
R1	that families are important for children growing up because they can give love, security and stability.		R, C.M	R	C.D, R, C.M	C.M		C.M
R2	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.		R	R	C.D, R, C.M	R, C.M		
R3	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.		R	R	C.D, R, C.M	C.M		C.D
R4	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.		R	R	C.D, R, C.M	R, C.M		C.M
R5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			R				
R6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		C.M	R		R		B.M, H.M, C.M
Relationships and Sex Education (RSE)		Coverage						
Caring Friendships		Years						
		R	1	2	3	4	5	6
R7	how important friendships are in making us feel happy and secure, and how people choose and make friends.		B.M, C.D, R	C.D, R	B.M, C.D, R	B.M H.E, R		B.M, H.M, C.M
R8	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		C.D, R	C.D, R	B.M, R	B.M H.E, R		R, C.M
R9	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		B.M, C.D, R	C.D, R	B.M, C.D, R	B.M H.E, R	C.D	R, C.M
R10	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.		C.D, R	C.D, R	C.D, R	H.E, R	C.D	R

R11	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.		C.D, R	C.D, R	C.D, R	B.M H.E, R, C.D	R	C.D, H.M R
Relationships and Sex Education (RSE)		Coverage						
Respectful Relationships		Years						
		R	1	2	3	4	5	6



R12	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.		B.M, C.D, D.G, R	B.M, C.D, D.G, R	B.M, C.D, D.G, R	B.M, C.D, D.G, H.E R	B.M, C.D, D.G, H.E R	B.M, C.D, D.G
R13	practical steps they can take in a range of different contexts to improve or support respectful relationships.		C.D, R	B.M, C.D, D.G, R	B.M, C.D, D.G, R	B.M, C.D, H.E R	B.M, C.D, R	B.M, C.D, D.G, R, C.M
R14	the conventions of courtesy and manners		B.M, R	B.M, C.D, D.G	B.M, C.D, D.G	B.M, D.G, H.M, R	B.M, R	B.M
R15	the importance of self-respect and how this links to their own happiness		H.M, R, C.M	B.M, D.G, C.M	C.D, D.G, H.E	C.D, H.E	B.M, C.D, D.G, H.E R, C.M	C.D, D.G, H.E, C.M
R16	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.		B.M, C.D, D.G, R	B.M, C.D, D.G, R	B.M, C.D, R	B.M, C.D, D.G, H.E, R	B.M, C.D, D.G, H.E R,	C.D, D.G, H.E R, C.M
R17	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.		C.D	D.G	C.D, R	C.D	C.D, R	C.D, R
R18	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			C.D	C.D, R, C.M		R	C.D, H.E R, C.M
R19	the importance of permission-seeking and giving in relationships with friends, peers and adults.		C.D, R, C.M	B.M, C.D, D.G, R, C.M	B.M, R	B.M, H.M, R		C.D, H.M, R, C.M

Relationships and Sex Education (RSE)		Coverage						
Online Relationships		Years						
		R	1	2	3	4	5	6
R20	that people sometimes behave differently online, including by pretending to be someone they are not.		R	C.D, R	C.D, H.M, R	C.D, H.M	R	R
R21	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.		H.M	C.D	B.M, C.D, H.M, R	C.D, H.M	R	R, C.D
R22	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		H.M	C.D, R	H.M, R	C.D, H.M	R	R
R23	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		H.M		C.D, H.M, R		R	R

R24	how information and data is shared and used online.				H.M, R		R	R
Relationships and Sex Education (RSE)		Coverage						
Being Safe		Years						
		R	1	2	3	4	5	6
R25	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		C.D,R, C.M	C.D,R, C.M, B.M	C.D,R, C.M, B.M	C.D,R, H.E, B.M	R, H.E, C.M	C.D,R, H.E, B.M
R26	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.		R, C.M	R, C.M	H.M, R	C.M	C.M, R	C.M, R
R27	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		R, C.M	R, C.M	C.M	C.M	C.M, H.M	C.M, R, H.M
R28	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		R	R	H.M			R
R29	how to recognise and report feelings of being unsafe or feeling bad about any adult.		C.D, C.M	R, C.M	H.M	H.M	C.D, R	R
R30	how to ask for advice or help for themselves or others, and to keep trying until they are heard,		D.G, R	C.D,R, C.M, D.G	H.M, C.D	H.M, C.D	C.D, R, H.M	C.D, H.M, R, C.M
R31	how to report concerns or abuse, and the vocabulary and confidence needed to do so.		C.D	C.D, R, C.M	H.M, C.D	H.M, C.D	C.D, R, H.M	C.D, H.M, R,
R32	where to get advice e.g. family, school and/or other sources.		C.D, R, C.M	B.M, C.D, R, C.M	B.M, H.M, C.D, R	H.M, C.D, R	C.D, R, H.M	C.D, H.M, R, C.M

By the end of primary pupils should know:		Coverage						
Health Education: Physical Health & Mental Wellbeing		Years						
		R	1	2	3	4	5	6
H1	that mental wellbeing is a normal part of daily life, in the same way as physical health.		H.M	H.M	H.M	H.M	H.M, R, C.M	H.M, R, C.M
H2	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.		B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M
H3	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		B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M
H4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		B.M, D.G, C.M	C.D, D.G	C.D, D,G	C.D, H.M, R, C.M	C.D, H.M, R, C.M	B.M, C.D, D.G, H.M, R, C.M
H5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.		H.M	H.M	H.M		H.M, R, C.M	H.M, R
H6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.		H.M, R.	H.M	H.M		H.M, C.M	H.M, R, C.M
H7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		B.M, C.D	C.D	C.D	C.D, R	B.M, C.D, R	C.D, D.G, H.M, R, C.M
H8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		C.D	C.D	C.D	C.D	C.D, R	C.D, R, H.M
H9	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).		C.D, R	C.D	C.D, H.M, R	C.D, R	C.D, R, H.M	H.M, R, C.M
H10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					R	H.M, R, C.M	H.M, R, C.M, C.D

Health Education: Physical Health & Mental Wellbeing		Coverage						
Internet Safety & Harms		Years						
		R	1	2	3	4	5	6
H11	that for most people the internet is an integral part of life and has many benefits.				H.M, R		R	R
H12	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.			H.M	R		R	R, H.M
H13	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private			C.D	C.D, R	C.D	R	R, C.D
H14	why social media, some computer games and online gaming, for example, are age restricted.				R		R	R
H15	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.			C.D, R	C.D, R		R	R
H16	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				R		R	R
H17	where and how to report concerns and get support with issues online.			C.D	H.M, R		R	R, C.D, H.M
Health Education: Physical Health & Mental Wellbeing		Coverage						
Physical Health & Fitness		Years						
		R	1	2	3	4	5	6

H18	the characteristics and mental and physical benefits of an active lifestyle		H.M	H.M	H.M		H.M, C.M	H.M, R
H19	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.		H.M	H.M	H.M		H.M	H.M
H20	the risks associated with an inactive lifestyle (including obesity).			H.M	H.M		H.M	H.M
H21	how and when to seek support including which adults to speak to in school if they are worried about their health.		H.M	H.M	H.M	H.M	H.M	H.M, R
Health Education: Physical Health & Mental Wellbeing								
Healthy Eating		Coverage						
		Years						
		R	1	2	3	4	5	6
H22	what constitutes a healthy diet (including understanding calories and other nutritional content).			H.M	H.M			
H23	the principles of planning and preparing a range of healthy meals.			H.M	H.M			
H24	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).			H.M	H.M	H.M	H.M	H.M
Health Education: Physical Health & Mental Wellbeing								
Drugs, Alcohol & Tobacco		Coverage						
		Years						
		R	1	2	3	4	5	6
H25	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.			H.M			H.M	H.M
Health Education: Physical Health & Mental Wellbeing								
Health & Prevention		Coverage						
		Years						
		R	1	2	3	4	5	6
H26	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body					H.M		

H27	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.			H.M	H.M	H.M	H.M	H.M
H28	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.			H.M	H.M		R	H.M
H29	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.						H.M	
H30	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.							
H31	the facts and science relating to immunisation and vaccination							H.M
Health Education: Physical Health & Mental Wellbeing		Coverage						
Basic First Aid		Years						
		R	1	2	3	4	5	6
H32	how to make a clear and efficient call to emergency services if necessary				H.M		H.M	
H33	concepts of basic first-aid, for example dealing with common injuries, including head injuries.						H.M	
Health Education: Physical Health & Mental Wellbeing		Coverage						
Changing adolescent body		Years						
		R	1	2	3	4	5	6
H34	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.		C.M	H.M	C.M	C.M	C.M	C.M
H35	about menstrual wellbeing including the key facts about the menstrual cycle.				C.M	C.M	C.M	C.M

**Appendix 2 : PSHE Jigsaw Puzzle 6 ‘Changing Me’ Outcomes**

**Yellow Highlight** indicates ‘Sex Education’ which parents have a right to withdraw children from.

	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Reception	<p><u>My Body</u> I can name parts of the body.</p>	<p><u>Respecting My Body</u> I can tell you some things I can do and foods I can eat to be healthy.</p>	<p><u>Growing Up</u> I understand that we all grow from babies to adults.</p>	<p><u>Fun &amp; Fears Part 1</u> I can express how I feel about moving to Year 1.</p>	<p><u>Fun &amp; Fears Part 2</u> I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p>	<p><u>Celebration</u> I can share my memories of the best bits of this year in Reception.</p>
Year 1	<p><u>Life Cycles</u> I am starting to understand the life cycles of animals and humans.</p> <p>I understand that changes happen as we grow and that this is okay.</p>	<p><u>Changing Me</u> I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p><u>My Changing Body</u> I can tell you how my body has changed since I was a baby.</p> <p>I understand that growing up is natural and that everybody grows at different rates.</p>	<p><u>Boys’ and Girls’ Bodies</u> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>I respect my body and understand which parts are private.</p>	<p><u>Learning &amp; Growing</u> I understand that every time I learn something new I change a little bit.</p> <p>I enjoy learning new things.</p>	<p><u>Coping with Changes</u> I can tell you about changes that have happened in my life.</p> <p>I know some ways to cope with changes.</p>

<p>Year 2</p>	<p><u>Life Cycles in Nature</u> I can recognise cycles of life in nature.</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this.</p>	<p><u>Growing from Young to Old</u> I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can identify people I respect who are older than me.</p>	<p><u>Changing Me</u> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I feel proud about becoming more independent.</p>	<p><u>Boys' and Girls' Bodies</u> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p>	<p><u>Assertiveness</u> I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I am confident to say what I like and don't like and can ask for help.</p>	<p><u>Looking Ahead</u> I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>
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<p>Year 3</p>	<p><u>How Babies Grow</u> 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.</p> <p>I can express how I feel when I see babies or baby animals.</p>	<p><u>Babies</u> I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.</p> <p>I can express how I might feel if I had a new baby in my family.</p>	<p><u>Outside Body Changes</u> 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.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>Statutory lesson.</p>	<p><u>Inside Body Changes</u> 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.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>Statutory lesson.</p>	<p><u>Family Stereotypes</u> I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>	<p><u>Looking Ahead</u> I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>
<p>Year 4</p>	<p><u>Unique Me</u> 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.</p> <p>I appreciate that I am a truly unique human being.</p>	<p><u>Having A Baby</u> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p>	<p><u>Girls and Puberty</u> 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.</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p><u>Circle of Change</u> I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p>	<p><u>Accepting Change</u> I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p><u>Looking Ahead</u> I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this.</p>

Year	<p><u>Self and Body Image</u> I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p>	<p><u>Puberty for Girls</u> I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p>	<p><u>Puberty for Boys</u> I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>	<p><u>Conception</u> 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.</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p><u>Looking Ahead 1</u> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I am confident that I can cope with the changes that growing up will bring.</p>	<p><u>Looking Ahead 2</u> I can identify what I am looking forward to when I move to my next class</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>
Year 6	<p><u>My Self Image</u> I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p>	<p><u>Puberty</u> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>	<p><u>Babies: Conception to Birth</u> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby.</p>	<p><u>Boyfriends &amp; Girlfriends</u> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>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.</p>	<p><u>Real Self and Ideal Self</u> I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</p>	<p><u>The Year Ahead</u> 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.</p> <p>I now know how to prepare myself emotionally for the changes next year.</p>