



# CLIFTON PRIMARY SCHOOL PSHE POLICY

‘Enjoy and Achieve Together’

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Committee Responsible	Governing Board
Document locations	Staff shared Drive – Policies

## Change history:

Version	Date	Change description	Stored
1	17.03.21	Amendment to definition in line with DfE guidance.	
2	Sept 25	Amended to Ofsted framework reference (Personal Development and Well-being) Amendment to how safety week is taught Added in safeguarding, inclusion and equal opportunities paragraphs. Added Rosenshine's Principles of Instruction	Google drive / Curriculum / PSHRE
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## **Appendix 1: Relationships Education in Primary schools – DfE Guidance 2019**

## **Appendix 2: Physical health and mental well-being education in Primary schools – DfE Guidance**

## **Appendix 3 – Sex Education at Clifton Primary School**

## **Appendix 4 – Parents' right to withdraw form**

### **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### **PSHE**

At Clifton Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the **"Personal Development and Well-being"** area required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at Clifton Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.



This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

### **DfE guidance for the teaching of PSHE**

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

### **Intent – What we will do:**

#### **Knowledge:**

We want our children to learn about the following, in the appropriate setting through a whole school approach.

#### **EYFS PSHE coverage:**

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

#### **KS1 PSHE coverage:**

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships
- Keeping safe and healthy life styles
- Making sense of what we do not understand
- Me as a person
- Careers week



- Assemblies
- People who help us

## **KS2 PSHE coverage:**

- Safety – cyber, online, rail, water etc within a safety week.
- Bullying – peer pressure, signs of bullying, how to respond etc.
- British values in action – general election, votes, how does the country run? My ideal world, how do I help?
- Working as a team.
- Mindfulness – healthy mind and healthy body. How does my mind look?
- Gender issues: girls vs boys attitudes and what does it mean to be a boy/girl in our society?
- Exploring the individual: Where do I fit into the world? Who am I?
- Prejudice and stereotypes – what are the differences and how does it impact on us?
- Handling difficult relationships.
- Why do we need rules? Moral well-being and the conscience.
- Facing my fears: what so I do when things go wrong?
- Developing positive relationships.
- What is money worth? How should I get paid?
- Environmental issues.
- Whose job is it?
- Careers week.
- Every term a new safety topic.
- Circle times – activities arising from the issues pertaining to the class and their worry boxes and general fall outs.
- Themes that arise from issues on the playground.
- Relationships and Sex education, years 5 and 6 only – see RSE policy for details.
- Weekly assemblies based around topics and themes.
- Children also access P4C including assemblies on a Monday followed by a class activity.



### Whole school approach:

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<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.
<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

At Clifton Primary School, we allocate one hour to PSHE/RSE/P4C each week in order to teach the PSHE knowledge and skills in a development and age-appropriate way. These explicit lessons are reinforced through: cross-curricular links with other subjects, assemblies, relationships built between child to child, child to adult and adult to adult and application of PSHE to everyday situations in the school community and the wider community.

### Relationships Education:

#### **Why we teach relationship education:**

- We want to foster pupils' wellbeing and develop resilience in character that we know are fundamental to pupils being happy, successful and productive members of society.
- We want our children to believe that they can achieve goals both academic and personal to stick to tasks that will help them achieve those goals and to recover from knocks and challenging periods in their lives.
- At Clifton, we also develop the personal attributes including: kindness, integrity, generosity and honesty.



- The knowledge and attributes gained will support their own and others' wellbeing and attainment, and help our children to become successful and happy adults who will provide a meaningful contribution to society.

### **How we will do this:**

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Relationships Education**

Relationships Education will be covered by the Jigsaw scheme of work through the puzzle 'Relationships' which will be taught across the Summer Term 1.

### **EYFS**

#### **In EYFS children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset



## **KS1**

**In Year 1 children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know that different people in the school community and how they help Know who to ask for help in the school community	Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship

**In Year 2 children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to say stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use 'Mending Friendships or Solve-it-together' problem solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is.	Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable and unacceptable Can use positive problem-solving techniques to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared.



## **LKS2:**

### **In Year 3 children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair Know some skills of friendship Know some strategies of keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights Know the lives of children around the world can be different from their own.	Can identify the responsibilities they have within their family Can use 'Solve-it-together' on a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.

### **In Year 4 children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/friendship Know that sometimes it is better for a friendship / relationship to end if it is causing negative feelings or is unsafe	Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate



## UKS2

### In Year 5 children will cover and be taught:

Knowledge	Social and emotional skills
Know that a personality is made up of many different characteristics, qualities and attributes. Know that belonging to an online community can have positive and negative consequences. Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing an online game Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends	Can suggest strategies for building self-esteem of themselves and others Can identify when an online community / social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online / social media Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks

### In Year 6 children will cover and be taught:

Knowledge	Social and emotional skills
Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family	Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being



### Key vocabulary across this unit:

EYFS	KS1	LKS2	UKS2
Family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.	Family, different, similarities, special, relationship, important, physical contact, communication, acceptable, not acceptable, secret, worry secret, telling, adult, trust, compliments.	Relationships, close, jealousy, problem-solve, emotions, shock, despair, denial, anger, sadness, pain, hope, memories, acceptance, remember, negotiate, trust, loyal, love.	Mental health, stigma, ashamed, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, acceptance, bereavement, assertive, pressure, cyber-bullying, abuse, safety, influences.

### Health Education:

#### Why we teach Health Education:

- We want to foster pupils' wellbeing and develop resilience in character that we know are fundamental to pupils being happy, successful and productive members of society.
- We want to give the children the information they need to make good decisions about their own health and wellbeing.
- We want children to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
- We want children to know that physical health and mental wellbeing are interlinked and it is important for children to understand that good physical health contributes to good mental wellbeing and vice versa.
- We promote pupils' self-control and ability to self-regulate and strategies for doing so, this will enable them to become confident in their abilities to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to set-backs and challenges.
- We aim to reduce stigma attached to health issues in particular those to do with mental wellbeing.
- We strive to have an atmosphere that encourages openness.

Health Education in primary schools will cover '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 expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me unit in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and



mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me unit.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### **Health Education**

Health education will be explicitly covered by the Jigsaw scheme of work through the puzzle 'Healthy Me' which will be taught across the Spring 2 Term.

**In EYFS children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know the names for some parts of their bodies Know what the word healthy means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they got lost Know how to say 'No' to strangers	Recognise how exercise makes them feel Recognise how different foods can make them feel Can explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them



## **KS1:**

**In Year 1 children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease/illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe	Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy

**In Year 2 children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed/stressed Know how medicines work in their bodies Know that it is important to use medicines safely Know how to make some healthy snacks Know why healthy snacks are good for their bodies Know which foods give their bodies energy	Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Express how it feels to share healthy food with their friends



## LKS2:

### **In Year 3 children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p>

### **In Year 4 children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
<p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that there are leaders and followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know how to be assertive</p>

**UKS2:**
**In Year 5 children will cover and be taught:**

Knowledge	Social and emotional skills
Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure Know what makes a healthy lifestyle	Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether or not they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy

**In Year 6 children will cover and be taught:**

Knowledge	Social and emotional skills
Know how to take responsibility for their own health Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver, lungs and heart Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve Know what it means to be emotionally well Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse	Are motivated to care for their own physical and emotional health Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health/illness Can use different strategies to manage stress and pressure



## Key vocabulary across this unit:

EYFS	KS1	LKS2	UKS2
Healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust.	Healthy choices, lifestyle, motivation, relax, tense, calm, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, energy, fuel, nutritious.	Friendship, emotions, healthy, relationships, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, advice, disease, alcohol, anxiety, liver, opinion, fear, believe	Responsibility, choice, immunisation, prevention, drugs, alcohol, restricted, effects, over-the-counter, illegal, 'legal highs', strategies, peer pressure, anti-social behaviour, mental health.

## Implementation – How we will cover this:

### **EYFS – how we will cover this:**

#### **Self-confidence and self-awareness:**

- Children learn to develop confidence in who they are and what they can do.
- They learn to express their own ideas.
- Children know that all children need to have at least one person who is 'on their side' for them to really thrive.
- Children will feel valued and special and have a sense of self-worth.
- Children will become confident with others.
- Children will learn when they need support from other people.

#### **Managing feelings and behaviour:**

- Children can understand their own feelings and other people's feelings.
- Children will learn to manage their feelings without letting them spill out at every small annoyance they meet.
- Children will learn to follow simple rules which operate in different places such as home and a setting or a play area.
- Children will be supported by adults to help them to understand these complex and often challenging areas.

#### **Making relationships:**

- Children learn to get along with other children and with adults.
- Children learn to see something from somebody else's point of view and take that into account when they play and work with other children.



- Adults will show children how to be with others, how to be kind, to understand why people behave in certain ways and learn to say sorry for hurting another person's feelings.
- This area of development and learning is one which many adults continue to struggle with since it is far-ranging and complex.
- Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.

### **KS1 – how we will cover this:**

Throughout the year we focus on a number of different strands, some more active than others. Each academic year starts with a safety topic which is taught across the week and e-safety is covered as part of the computing curriculum. It follows on from a lot of themes covered in EYFS but with a deeper and more mature aspect to continue progression in learning and development of personal and social skills and help children to learn about health. Children's learning will be recorded in a class book which is on display within the classroom. Teachers must record the evidence of the lesson in the class book, this may be through recording the voice of the child as well as the children recording written work, where appropriate.

### **Self-confidence and self-awareness:**

- Children learn to develop confidence in who they are and what they can do.
- They learn to express their own ideas.
- Children know that all children need to have at least one person who is 'on their side' for them to really thrive.
- Children will feel valued and special and have a sense of self-worth.
- Children will become confident with others.
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- Adults will show children how to be with others, how to be kind, to understand why people behave in certain ways and learn to say sorry for hurting another person's feelings.
- This area of development and learning is one which many adults continue to struggle with since it is far-ranging and complex.
- Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.

#### **Other themes covered and including:**

- Children will learn about keeping safe and healthy lifestyles through discussions, lessons, assemblies, speakers etc...They will cover likes and dislikes, safety on roads, water, rail and fire safety, potential risks around the house and at school. Children will also learn about hygiene including dental health.
- Children will learn to make sense of what they do not understand through the following themes: harmony and discord, quiet, reflective moments, moral obligations, truth or lies, overcoming fears, understanding and overcoming conflict, confidence and self-esteem and thinking about wonder.
- Children will work through the theme 'Me as a person' where they will study and discuss: stereotypes, gender, other people's points of view and feelings and emotions.
- Children will also participate in a career week where they will answer questions about what they would like to be when they grow up, can only girls be nurses should boys wear pink etc...

#### **KS2 – How we will cover this:**

Children will complete PSHE and P4C lessons every week about the following topics and themes, these lessons can be following on from an assembly about the topic or a stand-alone lesson. Children's learning will be recorded in a class book which is on display within the classroom. Teachers must record the evidence of the lesson in the class book. If the work is a discussion, teachers/pupils must write the main points of the discussion and any conclusions drawn as evidence of learning.

- Safety week at the beginning of the academic year and an e-safety unit taught in computing where children will learn about: cyber safety, online safety, rail safety, water safety, road safety and dangerous substances.
- Children will participate in a career's week where they will be given the opportunity to interact with speakers and discuss different careers.
- British values in action, including a British value displays in classrooms. Children will cover general elections, domestic votes, how the country is run, democracy and then discuss their ideal world and how they help to contribute to a better world.
- Working as a team: class dimensions, coming together and working as one.
- Mindfulness – healthy mind and healthy body. How does my mind look?
- Gender issues: girls vs boys' attitudes and what does it mean to be a boy/girl in our society?



- Exploring the individual: Where do I fit into the world? Who am I?
- Prejudice and stereotypes – what are the differences and how does it impact on us? Whose job is it and why?
- Why do we need rules? Moral well-being and the conscience.
- Facing my fears: what so I do when things go wrong?
- Developing positive relationships and handling difficult ones.
- What is money worth? How should I get paid?
- Environmental issues.
- Relationships and Sex education, years 5 and 6 only – see RSE policy for details.

### **Safeguarding:**

At the heart of PSHRE there is a focus on keeping children safe, we ensure children are taught about safeguarding, including how to stay safe online as part of providing a broad and balanced curriculum. Please refer to the safeguarding policy regarding good practice if a disclosure is made.

### **Impact – what the children can now do**

By the end of Primary School, through the use of the Jigsaw scheme of work, children will have been comprehensively taught the six units (Being in my world, Celebrating difference, Dreams and goals, Healthy me, Relationships and Changing me) at the appropriate time and will be able to:

- Understand their own identity and how they fit well into their classroom, school and global communities through the teaching of the Jigsaw unit 'Being in my world' in Autumn 1.
- Understand differences between people and why this can lead to discrimination and bullying. Children can also identify, report and safely prevent bullying both online and not. The children have been taught this, in Autumn 2, through the Jigsaw unit 'Celebrating difference.'
- Set goals and aspirations for their futures whilst also discussing how they will positively contribute to society, through the teaching of the Jigsaw unit 'Dreams and Goals' in Spring 1.
- Discuss the use of drugs and alcohol and the negative effects on the body's health. Children can also understand how self-esteem and confidence can be impacted by healthy lifestyle choices as well as the effects of sleep, nutrition, rest and exercise. This will be taught in Spring 2 through the use of the Jigsaw unit 'Healthy Me.'
- Understand the complexities of relationships with friends, family and others. They will have developed skills for conflict resolution, communicating with others, recognising and reporting abuse, and managing bereavement and loss. They will have learnt these skills in the Jigsaw unit 'Relationships' taught in Summer 1.



- Understand how to positively cope with the changes associated with growing up: changing bodies, puberty and emotional changes. Children will be able to confidently use the correct vocabulary to identify the human body in line with the statutory guidance and the science national curriculum. This will be taught through the 'Changing me' unit of the Jigsaw scheme of work in Summer 2.

### **Managing difficult questions:**

Children will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Clifton, as part of provided training, staff will be able to answer questions being sensitive and aware of age-appropriate content.

- Familiarity of content being taught
- Using a question box to prepare and think about suitable answers and seek guidance
- Using facts and correct language
- Do not go into more detail if necessary
- Staff can return to the question at a later date if they are unsure of how to answer it
- If concerns are raised by the question being asked staff will report to the designated safeguarding lead and follow safeguarding procedures

### **Teaching of LGBT**

In teaching Relationships Education and RSE we ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. We ensure that we comply with the relevant provisions of the Equality Act 2010. Our teaching is sensitive and age-appropriate in approach and content and we ensure that the content is fully integrated into the programme of study rather than delivered as a stand-alone unit or lesson.

### **Rosenshine's Principles of Instruction**

At Clifton, our teaching across all subjects is underpinned by Rosenshine's Principles of Instructions. These research-based principles support effective teaching and learning by promoting clear modelling, guided practice and regular review. Teachers ensure that new content is introduced in small steps, with frequent questioning and checks for understanding to prevent cognitive overload, support long-term retention and to help address misconceptions promptly. Through a consistent focus on retrieval practice, scaffolding and opportunities for independent application, we help all children build secure foundations and make sustained progress. These principles are embedded in our planning, delivery and assessment processes across the curriculum.

### **Safeguarding, Inclusion and Equal Opportunities:**

At Clifton, we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects, we are committed to safeguarding children and as such, we maintain an ethos where children feel safe, encouraged



to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including PSHRE, which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

### **Protected Characteristics**

In adherence to the Equality Act 2010, the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton, it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that, where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

### **Review:**

This policy will be reviewed annually by the PSHE curriculum leader and the board of governors.



## Appendix 1: Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>that families are important for children growing up because they can give love, security and stability.</li><li>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.</li><li>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.</li><li>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.</li><li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li><li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Relationships</li><li>Changing Me</li><li>Celebrating Difference</li><li>Being Me in My World</li></ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"><li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Relationships</li><li>Changing Me</li><li>Celebrating Difference</li></ul>

	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Being Me in My World</li> </ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>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</li> <li>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</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Being Me in My World</li> </ul>

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>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.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>



## Appendix 2: Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>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.</li><li>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.</li><li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li><li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li></ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"><li>• Healthy Me</li><li>• Relationships</li><li>• Changing Me</li><li>• Celebrating Difference</li></ul>

	<ul style="list-style-type: none"> <li>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 well-being or ability to control their emotions (including issues arising online).</li> <li>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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>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.</li> <li>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.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>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.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"><li>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.</li><li>the risks associated with an inactive lifestyle (including obesity).</li><li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li></ul>	<ul style="list-style-type: none"><li>Healthy Me</li></ul>
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<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	All of these aspects are covered in lessons within the Puzzles



	<ul style="list-style-type: none"><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>	<ul style="list-style-type: none"><li>• Changing Me</li><li>• Healthy Me</li></ul>
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## **Appendix 1 – Sex Education at Clifton**

Clifton Primary School has a separate policy for Sex Education, this can be found on the website.

Below is an overview of the DfE's guidance and what Clifton Primary School chooses to teach, including the basis for parents' rights to withdraw their child from non-statutory lessons.

### **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Clifton Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction and the process of conception.

Please find how we intend to teach this in the Sex Education policy.

### **Parents' right to request their child be excused from Sex Education**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Clifton Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

School has informed parents of this right through the policy outlined above and the parental consultation. School has outlined how parents can request a withdrawal from the sessions and the procedure needed. See appendix below.



## Health, Relationship and Sex Education

Statutory Health Education and non-statutory Sex Education will be covered by the Jigsaw scheme of work through the puzzle 'Changing Me' which will be taught across the Summer Term 2.

### **In EYFS children will cover and be taught:**

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know the names and functions of some parts of the body (See vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on	Can identify how they have changed from a baby Can say what might change for them as they get older Recognise that changing class can illicit happy and/or sad emotions Can say how they feel about changing class/growing up Can identify positive memories from the past year in school/home
<b>Vocabulary</b>	Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.

### **KS1:**

### **In Year 1 children will cover and be taught:**

<b>Statutory relationships and sex education in year 1:</b>	
Children are introduced to life cycles and identify the different stages. They compare animals' life cycles with that of a human and look at the simple changes from baby to adult. <b>As part of the school's safeguarding duty</b> , pupils are taught the correct terminology for private parts of the body: those kept private by underwear (see key vocabulary).	
<b>Knowledge</b>	<b>Social and emotional skills</b>
Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change	Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class



<b>Vocabulary</b>	Changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping.
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**In Year 2 children will cover and be taught:**

**As part of the school's safeguarding duty,** pupils are taught the correct terminology for private parts of the body: those kept private by underwear (see key vocabulary). Children are reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch or assertiveness.

<b>Knowledge</b>	<b>Social and emotional skills</b>
<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedom they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</p>
<b>Vocabulary</b>	Change, grow, control, life cycle, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, looking forward, excited, nervous, anxious, happy.

**In Year 3 children will cover and be taught:**

In year three there are lessons where puberty is introduced. Children look at the changes outside the body. They learn that puberty is a natural part of growing up and that it is a process for getting bodies ready to make a baby when grown-up. Children learn that females have eggs (ova) in their ovaries and these are released monthly, if unfertilised by a male's sperm it will pass out of the body as a period.

***Sexual intercourse and birth is not taught in this year group.***

<b>Knowledge</b>	<b>Social and emotional skills</b>
Know that in animals and humans' lots of changes happen between conception and growing up	Can express how they feel about babies

<p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus and this is where it develops</p> <p>Know that babies need love and care</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside and inside body changes that happen during puberty</p>	<p>Can describe the emotions that a new baby can bring to a family</p> <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have worries</p> <p>Can identify stereotypical family roles and challenge these ideas</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>
<b>Vocabulary</b>	Changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, uterus, vagina, stereotypes, task, roles, challenge, excited, nervous, anxious, happy.

**In Year 4 children will cover and be taught:**

Puberty is revisited with additional vocabulary particularly around menstruation. Sanitary health is taught. Conception and sexual intercourse are introduced in simple terms so they understand that a baby is formed by the joining of an ovum and sperm. Children introduced to Jigsaw's circle of change model as a strategy for managing future changes.

Knowledge	Social and emotional skills
<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can express any concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p> <p>Have strategies for managing the emotions relating to change</p>
<b>Vocabulary</b>	Personal, unique, characteristics, parents, sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy.



### In Year 5 children will cover and be taught:

Revisit self-esteem and self/body image. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than the previous year. Further details about pregnancy are introduced. **Details of contraceptive options and methods are not taught as this is not age-appropriate.**

Knowledge	Social and emotional skills
<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Can celebrate what they like about their own and others' self-image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be ok for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>
Vocabulary	Body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, testosterone, circumcised/uncircumcised, foreskin, epididymis, sperm, semen, erection, ejaculation, urethra, wet dream, larynx, facial hair, pubic hair, ovaries, eggs, period, fertilised, unfertilised, sexual intercourse, embryo, foetus, contraception, pregnancy, menstruation, sanitary products, age appropriateness, laws, responsible.

### In Year 6 children will cover and be taught:

Learn about puberty in boys and girls and changes that will happen, reflect on these. Learn about childbirth, the developmental stages of a baby, starting at conception.

Knowledge	Social and emotional skills
<ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways they can develop their own self-esteem</li> <li>Can express how they feel about the changes that will happen to them during puberty</li> <li>Recognise how they feel when they reflect on the development and birth of a baby</li> <li>Understand that mutual respect is essential in a boyfriend/girlfriend</li> </ul>



<ul style="list-style-type: none"><li>• Know how being physically attracted to someone changes the nature of the relationship</li><li>• Know the importance of self-esteem and what they can do to develop it</li><li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</li></ul>	<p>relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <ul style="list-style-type: none"><li>• Can celebrate what they like about their own and others' self-image and body-image</li><li>• Use strategies to prepare themselves emotionally for the transition to secondary school</li></ul>
<b>Vocabulary</b>	Body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, testosterone, circumcised/uncircumcised, foreskin, epididymis, sperm, semen, erection, ejaculation, urethra, wet dream, larynx, facial hair, pubic hair, ovaries, eggs, period, fertilised, unfertilised, sexual intercourse, embryo, foetus, contraception, pregnancy, menstruation, sanitary products, age appropriateness, laws, responsible.



## Appendix 2 – Parent form: Withdrawal from sex education.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	