



Relationship and Sex Education (RSE) Policy

Goldfield Infants' & Nursery School

Next Review	Autumn 2027
Duration	3 year
Approved FGB	December 2023

This policy covers the School's approach to relationship and sex education, not only in lessons but through the attitude of staff and pupils alike, the School's ethos and approach and commitment to equality both within and outside of the classroom.

It will be reviewed on a regular basis every 3 years to ensure that it reflects the attitudes and beliefs of the School population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of the children.

The School recognises its legal responsibility under The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children and Social Work Act 2017, to provide comprehensive relationship education and health education for all children receiving primary education.

As part of the Education Act 2011 and Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of children at the School and of society, whilst also preparing children for the opportunities, responsibilities and experiences of later life.

The School recognises its responsibility under the Equality Act 2010 to ensure the best for all children irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, Relationships, Sex and Education Policy (RSE) needs to be sensitive to the different needs of individual children and may need to adapt and change as the children of the School change. Not only does the teaching need to be sensitive of these needs, but also to help the children realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

The School acknowledges that in order for children to embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. The School understands that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare children to develop resilience, to know how and when to ask for help.

Although the School is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and makes every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The School acknowledges that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Aims of the RSE policy

- To provide a stimulating and supportive learning environment in which children can develop their feelings of self-worth and confidence especially in relationship to others.
- This will include developing the following skills:

- valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

The RSE policy follows the Ten Principles of PSHE Education and reflects the School's overarching aims and objectives.

At Goldfield Infants' and Nursery School we teach Personal, Social and Health Education (PSHE) 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 out Scheme of Work that brings consistency and progression to our children's learning in this vital curriculum area. It contributes to the school's Safeguarding and Equalities Duties, the Government's British Value Agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Definition of Relationships Education

The Department for Education defines relationships education as, "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults." The School believes comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe. Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body belongs to them. It is about building the foundations of an understanding of consent and personal boundaries following the NSPCC guidance.

In addition, the School's comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element.

British Values

British Values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the RSE curriculum. The RSE curriculum aims to provide children with an understanding of the world they live in and encourage children to be good, active citizens.

Moral and values framework

The School focuses on teaching RSE in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

Inclusion statement

The School has a commitment to ensure that the RSE curriculum is relevant to all children and is taught in a way that is age and stage appropriate. RSE is taught to all children regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching RSE, teachers take into account the targets which may be part of a child's Individual Education Plan. All adults involved with teaching RSE are sensitive to the range of cultural and ethnic attitudes across the School and take these into account when teaching these subjects. This School takes into account that boys and girls may need different approaches. RSE must be accessible for all children. This is particularly important when planning teaching for children with special educational needs and disabilities who represent a large minority of children. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of preparing them for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Schools should be aware that some children are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some children; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Organisation of RSE

RSE is part of the Science curriculum. Other aspects are taught mainly in PSHE, and lessons on relationships occur also in English and Religious Education. Through planned lessons in the curriculum as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching RSE in the classroom and they plan and liaise with other specialists particularly the Hertfordshire School Nurse Service to ensure the children receive an up to date and balanced programme.

The RSE programme includes:

- All about me;
- My relationships, my body, my thoughts, feelings and behaviours;
- My choices and personal boundaries;
- Changes.

Teaching strategies

As much as possible the School provides an interactive learning environment which is motivating and allows children to practise skills as well as to gain information and knowledge. There is time allowed for reflection.

Staff

RSE is led by the PSHE leader, Science Leader and Headteacher. RSE forms part of the PSHE curriculum and is taught by Class Teachers All staff who teach RSE have relevant training and resources.

EYFS

In Reception children are taught about changing and growing within a variety of topics for example, 'Ourselves', 'Human Growth' and 'Healthy Eating'. These topics form part of the learning under 'Knowledge and Understanding of the World' and 'Personal, Social and Emotional Development'.

Sex Education in the National Curriculum

Within the National Curriculum for Science at Key Stage 1 (5-7), children should be taught:

- that humans move, feed, grow, use their senses and reproduce;
- to name and draw the main external parts of the human body;
- that humans grow from babies into children and then into adults, and that adults can produce babies; to recognise similarities and differences between themselves and other children;
- to describe the importance for humans to exercise, eating variations of food and keeping hygienic.

The School meets the learning objectives as set out in the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. The School believes by answering children's questions which are perfectly natural at this age, especially considering that they will likely be exposed to pregnant parents, having siblings, or aunts, and family friends at their age, we can feed their natural curiosity in a safe way. As a result, rather than the topic becoming taboo, something that is shameful, instead, we can ensure children continue to come to us for answers that we can respond to, rather than building barriers to addressing the topic which will later have to be overcome.

Partnership with parents/carers

The School believes that successful teaching around RSE can only take place when parents and school work together. Therefore, it is committed to working together with parents. The School endeavours to be transparent and recognises it can be a sensitive subject for some families for a number of reasons. The lessons are all activity based and pupil led. There are activities, circle time discussions, stand up-sit down, move around games, pair work, group work and scenario based activities. The School recognises under the new guidance for Relationship education, relationships and sex education (RSE) and health education (DfE 2019) maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age in an age appropriate way. There is no right to withdraw from the national curriculum.

Good practice is also likely to include the Headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the

child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Monitoring of RSE

Our Science and PSHE Leader will monitor teaching and learning according to the School's policy. Implementation will be monitored by the Headteacher and Science and PSHE Leader and reported to the Governing body.

Evaluation, assessment and reporting to parents

Evaluation and assessment including self-assessment are an integral part of PSHE, Science, Computing and RSE. A comment on a child's progress will be included according to the age of the pupils in their annual report on PSHE.

Links with other policies

This policy should also be read alongside the Inclusion, Confidentiality, Child Protection and Anti Bullying Policies.

SEND

The School ensures RSE is inclusive and meets the needs of all children, including those with SEND.

Being Me In My World

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting 	<ul style="list-style-type: none"> What does it feel like to belong? What's special about you? How do people show they are happy or sad? What sort of things can you do to be kind? How do you play nicely with other children? How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<p>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p>			
<p>Key Vocabulary Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices 	<ul style="list-style-type: none"> What do you do in class to help other children? What do you do to help your teacher? What does it feel like to be safe? Can you tell me something you were really proud of? How did it make you feel 'inside'? What sort of things does your teacher say or do when they are pleased? What choices can you make to be helpful and kind in school and at home? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>			
<p>Key Vocabulary Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others 	<ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively 	<ul style="list-style-type: none"> What are you looking forward to this year? Are you worried about anything that might happen this year? Can you tell me some good (positive) choices a person can make in school? How do you show you are a good listener? What do you do to get on with other children? If you're worried about something, who can you ask for help in school and at home? How does your teacher reward/praise children who make positive/helpful choices? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<p>In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>			
<p>Key Vocabulary Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.</p>			

Celebrating Difference

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship 	<ul style="list-style-type: none"> Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> Can you say how you are different from a friend? Can you say how you are the same as a friend? What makes a family? What makes you proud? What are you good at doing? Are all families the same? What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it? Shall we share a Calm Me time?
<p>In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>			
<p>Key Vocabulary Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> Can you say how you are different from a friend? Can you say how you are the same as a friend? What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it? Can you show me how to do Calm Me time?
<p>In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p>			
<p>Key Vocabulary Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying 	<ul style="list-style-type: none"> Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique 	<ul style="list-style-type: none"> What is bullying? Do all boys have to be the same, and all girls have to be the same? How do you feel about this? Are stereotypes fair? Can a person be friends with someone who is different from them? Can we choose how we treat other people? Can being different be used as a reason for bullying? How do you feel about that? If you were worried about bullying what could you do? Does Calm Me time help you feel peaceful?
<p>In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>			
<p>Key Vocabulary Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</p>			

Dreams and Goals

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal 	<ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success 	<ul style="list-style-type: none"> • What is a challenge? • How does it feel when you think you can't do something? • What job would you like when you are older? • What goals have you set? • Why is it important to keep trying? • Tell me about a time when something was hard but you kept trying. • How do you like to celebrate when you achieve something? • How can we celebrate together? • How does Jigsaw Jenie help you in lessons? • Can you tell me about Calm Me time?
<p>In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>			
<p>Key Vocabulary Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved 	<ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> • What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How can we celebrate your achievements together? • How does Jigsaw Jack help you in lessons? • Can you tell me about Calm Me time?
<p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>			
<p>Key Vocabulary Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people 	<ul style="list-style-type: none"> • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> • What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How do you like to celebrate when you achieve something you are proud of? • How can we celebrate each other's achievements at home? • Does Jigsaw Jo help you learn? • Do you have Pause Points with Jigsaw Jerrie Cat? Do these help you?
<p>In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.</p>			
<p>Key Vocabulary Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p>			

Healthy Me

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know the names for some parts of their body 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 get lost Know how to say No to strangers 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Can you tell me which parts of the body you know the names for What do we need to do to be healthy? What food do we eat that is healthy? What can you do to help yourself get to sleep? What would you do if a stranger approached you? (discuss a few different locations, park, shop etc) How does Jigsaw Jenie help you at school? Shall we share a Calm Me time
<p>In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.</p>			
<p>Key Vocabulary Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Can you give me an example of a healthy / unhealthy choice? How do you feel when you make a healthy choice? Can you tell me something that is special about you? Can I tell you something I think is special about you? What can you do when you feel poorly? Can you talk about a time when you felt frightened? Who can you ask for help when you feel frightened? How does Jigsaw Jerrie Cat help you to pause in lessons?
<p>In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.</p>			
<p>Key Vocabulary Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> 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 given their bodies energy 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> What does your body need to stay healthy? What does relaxed mean? What makes you feel relaxed / stressed? What types of medicine have I given you? What are they for? What healthy snack shall we make and eat together? What snacks could you eat before exercise? How can Calm Me time help you stay healthy?
<p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p>			
<p>Key Vocabulary Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>			

Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> 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 about the different people in the school community and how they help Know who to ask for help in the school community 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Who is in our family? Do any of your friends have a family that is different? What does 'being a good friend' mean? Who are your good friends? Who do you / don't you hug? Who can you ask for help at school? (In the class, in the playground, in the hall) Can we share a Calm Me time together? Can we share what we both like best about our family, and what we are grateful for?
<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>			
<p>Key Vocabulary Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> 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 stay 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 the 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 	<ul style="list-style-type: none"> 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 or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) 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 	<ul style="list-style-type: none"> What's the same / different from our family to your friend's family? What would you do if someone was hurting you at school? Who would you go to for help at school? Why do people fall out with each other? What can you do if you don't agree with your friend? What can you do if you and your friend have had an argument? Can we share what we are grateful for in our family? How does Jigsaw Jo help in your Jigsaw lessons? Can you explain to me what 'Mending Friendships' is about?
<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p>			
<p>Key Vocabulary Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Who is in your family? What jobs do mummy / daddy do around the house? Who are your friends? How do they make you feel? What do you do if your friend makes you upset? Can you tell me about a time when you felt angry – what happened to stop you from feeling angry? How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?
<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>			
<p>Key Vocabulary Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>			

Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Can identify how they have changed from a baby Can say what might change for them 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 	<ul style="list-style-type: none"> Which parts of your body do you know the same of? Who can you talk to if you ever feel worried or frightened? (at school / at home) Can you tell me about a time when you felt really happy?
<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>			
<p>Key Vocabulary Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> What is a life cycle? How will you change as you grow up? Who is the tallest / smallest in your class? Which parts of your body are private? Who is allowed to see your private body parts? What should you do if you don't like the way someone is touching you? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is the best part about being your age?
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p>Key Vocabulary Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know that life cycles exist in nature Know that aging is a natural process including old-age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies Know the correct names for private body parts Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable 	<ul style="list-style-type: none"> Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> What is a life cycle? How have you changed since you were a baby? How will you change over the next year / 5 years / 20 years? What changes can you / can't you control? Which parts are your private parts? Who is allowed to see them? What would you do if someone was touching you and you didn't like it? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is your favourite part of Jigsaw lessons?
<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>			
<p>Key Vocabulary 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, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

<p>KS 1 Linked learning</p>	<p>SCIENCE Living things and their habitats Animals including Humans Year 1 The children are taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. Recognise and compare similarities and differences between themselves and others. Year 2 To know that Animals including Humans, have offspring which grow into adults. To understand simple life cycles of plants and animals including human. The children are taught to identify the basic needs of animals, including humans. To understand the importance of exercise, a balanced diet, good hygiene and sleep habits. Seasonal change – keeping ourselves safe in different weather. E.g. protecting yourself from the sun and prevent spreading germs through practices.</p> <p>RE The children learn to have an understanding of different faiths and beliefs. They build respect and tolerance for different religious practices and traditions. They learn good life lessons from Christian teachings too.</p> <p>PE The children will take part in regular physical activities like walk a mile and skip to be fit which run alongside our regular PE lessons on Gymnastics, games and dance. They will be physically active for sustained periods of time and engage in competitive sports and activities.</p> <p>BRAIN BREAKS We give the children regular, mini, activity breaks and the opportunity to rehydrate. This helps them to refocus on what they are doing.</p> <p>CIRCLE TIMES The children will take part in circle times where they take turns, listen to and respect each other's views. To develop mental wellbeing and explore a variety of emotions</p> <p>MATHS Developing Economic education and wellbeing through MY Money Month activities</p> <p>ENGLISH Many of our English fiction texts are based around relationships, change and managing emotions such as the birth of a new baby, parties, loss, strengths and weaknesses, diversity etc.</p> <p>INTERNET SAFETY Computers, devices, apps and websites are used across the whole curriculum. We explicitly teach the children about what to do if they see something they don't like and how to keep themselves safe online. (See the Online Safety Policy.)</p> <p>DRUG EDUCATION The role of drugs as medicines That all household products including medicines can be harmful if not used properly.</p>
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Expectations by the end of primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

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.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

