



Old Park Primary School & Nursery

Relationship and Sex Education (RSE) policy

Reviewed: Autumn 2025
Next Planned Review: Autumn 2026
Person responsible: J Foster and Governing body

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Relationship and Sex Education (RSE) Policy

Introduction

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships, respect love and care.

A draft Relationships and Sex Education (RSE) guidance document was released in July 2025 by the Department for Education for schools to implement by September 2026.

Link to the guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Current RSE guidance until September 2026:

KS1 & 2 Statutory Requirements

Relationships Education (RE)	Relationships and Sex Education (RSE)	Health Education (HE)
All schools which are providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section of the 'Draft guidance').	All schools which are providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section of the 'Draft guidance'). Sex education is voluntary at Primary level and individual schools can decide their own approach.	All maintained schools including schools with a sixth form, academies, free schools, non maintained special schools and alternative provision, including pupil referral units. The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.

Statutory Guidance Coverage

Relationships Education (Primary)	Health Education (Primary)
<ul style="list-style-type: none">• Families and people who care for me• Caring friendships• Respectful relationships• Online relationships• Being safe	<ul style="list-style-type: none">• 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

Definition

This curriculum is a lifelong learning process; it is about physical, moral and emotional development.

Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

Role of Head teacher

It is the responsibility of the head to ensure that:

- Policy and practise is developed in accordance with good practice guidelines and recommendations
- The policy is reviewed and monitored and approved by governors
- Staff and parents are informed about policy
- Staff receive appropriate training and support

Relationship to Other Policies:

This policy has links to school policies on; child protection, health and safety, anti-bullying, equal opportunities and safeguarding.

Aims

RSE in our school is part of the friendships and relationships curriculum (personal, social and health education curriculum). This is integrated within the wider school curriculum, which complements and overlaps the general ethos and life at school.

We provide an accurate, unbiased, planned, age-appropriate scheme of work, designed to respond to questions pupils' may have about their own growth and development, whilst offering reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self- respect

and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues considering risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships. By allowing children to explore and respect their own and others' opinions, attitudes and values, we aim to empower them to develop their own moral framework to become prepared for life.

Our scheme of work aims to:

- Provide knowledge and information to which all pupils are entitled.
- Develop confidence to become active members of society and to value themselves and others.
- Raise and promote positive self-esteem and self-worth
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Help pupils develop the skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunities for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Develop the confidence to seek help, support and advice

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues, gain an understanding of them and be able to make informed decisions.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how people choose

to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid. (Same Love Different Families)

Outside Agencies

Outside agencies may at times be used to compliment the RSE programme following the LA guidelines for 'Working with Visitors in Schools'. Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in any relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. (Refer to Safeguarding Policy.)

Moral and Values Framework

This Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

We aim to fulfil the educational needs of the children who are represented in the community. The children come from a varied cross section and represent different social, ethnic and religious values, beliefs and customs.

Special educational needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

The teaching programme for Sex and Relationship Education- We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication - Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

Pupils with profound and multiple learning difficulties - Pupils are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Whole School approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

Pupils' questions will be responded to by staff in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

Staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise.

The use of sexualised language, swearing and slang terms, including homophobic language will be addressed and as appropriate parents/carers will be informed.

Where a pupil who is withdrawn from RSE asks a question, teachers will offer a 'holding response' and following discussion with SLT will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding policies will be followed.

Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

Organisation

The main delivery of RSE is through Friendships and Relationships, but some aspects will, in addition, be addressed through other subject areas such as science, PE and R.E. We use the Jigsaw RSE programme.

RSE is delivered as a series of lessons across the year on a class basis. These are lessons delivered by a class teacher.

Content

We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive.

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

The RSE topic has three sections: Choices and Challenges, Changes and Care and Commitment. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme.

The programme complements OUR science curriculum:

In Key Stage 1 science, the children are taught about how humans change and grow. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Jigsaw scheme – See appendix 1 and 2

What are the topics covered in RSE?

In school RSE topics will be taught within our Personal Social and Health Education (Character education) curriculum.

Being Me in my World
Celebrating Difference
Dreams and Goals
Healthy Me
Relationships
Changing Me

In order to ensure coverage of the non-statutory framework, separate planned curriculum time for Character Education is allocated following the Jigsaw Scheme. Jigsaw is the scheme of work used to teach for Character Education. RSE will be taught by class teachers with aspects being taught by HLTAs on occasion.

It is a whole-school approach with many layers above and beyond the lesson plans themselves. The aim is to support children to feel a strong sense of belonging and community by taking part in whole-school assemblies, end of Puzzle outcomes, displays etc and to bring the learning alive through Weekly Celebrations to make it lived across the school community and in children's lives outside of school.

Jigsaw is also a carefully thought-through progressive programme with a full set of attainment descriptors and an assessment process embedded throughout.

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE (Letters sent via parent pay at beginning of academic year.) What is taught, within our curriculum, is ultimately a decision for school and agreed by governors.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationships or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to do this they should write to the head teacher, documenting the parts they wish their child to be withdrawn from. We would encourage parents to discuss any concerns at the earliest opportunity with class and head teacher. The head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

Monitoring and review

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every two years.

The Governing Body monitors our relationship and sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary.

The Governing Body will consider any comments from parents about the relationship and sex education programme and make a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

For all curriculum information, please visit our website.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations.

This policy has been reviewed and updated in consultation with teaching and support staff, parents and pupils and approved by Governors.

Frequently Asked Questions about Relationships and Sex Education.

The Department for Education has announced changes to Relationships and Sex Education (RSE). These changes came into effect from September 2020 and all schools will be required to comply with the updated requirements, making Relationships Education compulsory for all pupils receiving primary education. It has been 20 years since the last review of these curriculum areas, and in that time the world has changed significantly. Children now face new challenges: they have to process lots of information from different sources such as TV, the internet, social media, understand how society is changing, understand risks they may face, all putting pressure on their physical and mental health.

We believe relationships and sex education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships*
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.*

- *It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Below, we have explained some of the common questions around these subjects.

Will my child be taught sex education at Primary School? Is this too young?

Sex education at Primary school is not compulsory. However, compulsory Relationships Education was introduced in Primary schools from September 2020, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships. At St Peter's Primary School we currently teach sex education to all children following the Jigsaw scheme of work. Before these lessons take place, the school gives parents the opportunity to understand what will be taught and how it will be approached, and view any materials so that you understand what we propose to teach and how. If you continue to have concerns, you have the right to withdraw from any sex education lessons that go beyond that of the science national curriculum.

We will continue to teach sex education (which focuses on puberty and reproduction). This is only part of the Science National Curriculum for Y5 and Y6. As it is part of the science national curriculum it is compulsory. You have the right to withdraw from any sex education lessons that go beyond that of the science national curriculum.

Is school the best place for discussions about Sex and Relationships?

We know that if children do not get the correct and accurate information about sex and relationships from a reliable source, they will find the information from other sources (friends, older siblings, website, tv) which may not be true or age appropriate. The information gathered during the Government consultation found that most children wanted this information and discussion to be provided in school with their teachers so that they could ask their questions in a safe space, and have them answered in an age-appropriate way.

How will we know what is being taught so I can talk to my child about it at home?

Parents will normally be given opportunities to attend different meetings to understand how the curriculum is being planned to be taught, due to Covid restrictions we will be putting information on our website and inviting parents to contact teachers if they have further questions. As the curriculum planning develops parents will have the opportunity to look at materials that will be used. At the beginning of each year there will be an opportunity to discuss with the class teacher the years curriculum.

Will this work prompt my children to ask challenging questions?

Possibly, your child or children trust you and will be likely to ask you questions to test your beliefs and opinions. Please don't avoid them, talk openly about diversity and equality.

How do I explain what 'gay' means to my child?

'Gay' is when a man loves a man. 'Lesbian' is when two women love each other. 'Bi sexual' is when a person can love both men and women. 'Transgender' is when a person feels different about the body they were born into; we are all assigned a gender at birth and sometimes when we get older we may feel differently about this. Some people say there are 'boy' things or 'girl things' but we say this is not the case and boys and girls can do the same sort of things if they want.

But brothers love brothers and sisters love sisters and fathers love sons. Does that make them gay?

When two brothers or sisters love each other, it doesn't mean they are gay. This is different kind of love. We may love our mum but we don't want to marry them. Some people grow up and fall in love with a person of the same gender.

What do I say when my child comes home and asks, 'How can two men love each other?'

People are different. Some men do love other men. In the UK two men or women can get married in the same way that a man can marry a woman.

What do I say if my child comes home and asks, 'how can two men/women have a baby?'

Lots of people have children in different ways, like fostering, adoption or step families. These are all families. They look after one another and love one another so they are the same in many ways. Some families have a mum and dad. Some families have a mum and a mum. Some families have two dads. Some families have one mum or dad or one grandparent. All families are different and that it is ok.

Has the government listened to the views of my community in introducing these subjects?

The Government undertook a wide public consultation which involved discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance. This has informed the key decisions on these subjects.

Will these subjects promote LGBT relationships?

No, these subjects don't 'promote' anything, they educate. We are teaching about equality. Our school ethos says that we are respectful of everyone. We value ourselves and all others: This means that if someone is black, they are welcome in our school; if someone uses a wheelchair, they are welcome in our school; if someone is gay they are welcome in our school. Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. In our school the teaching of LGBT will be delivered through teaching about different types of family, including those with same sex parents. All our planned learning will be taught in an age appropriate way.

Are primary children too young to be taught about gay or lesbian people?

Some children grow up in families with gay or lesbian parents. We can't say to a child who has two dads, 'You can't talk about your family!' We want all of our children to know that their family is normal and accepted in school. Our children will interact with people from different backgrounds we want them to treat all members of the community with the same respect. Just

like racism, school has a duty of care to challenge any language that may cause offence to others, whether used intentionally or not. Phrases such as “that’s so gay” or “that’s a girls/boys toy” when used in a negative manner may unintentionally cause offence to a child or adult. School will challenge this language if it is used by children, parents or visitors as we want everyone to feel welcome.

There might not be children who are gay or transgender here, so why does it need to be mentioned?

We want our children to grow up respectful and tolerant members of our community. As they grow up, make more friends, watch tv, go to different places they will meet people who are gay or transgender. We want them to understand that this is okay that some children when they grow up may be gay. We don’t want children growing up thinking something is wrong with them or with people they recognise who are gay or transgender.

My religion says that gay is wrong, so why are you teaching about different sexuality choices?

We are teaching about equality. We understand and respect all faiths. We recognise the tension that it can present. We are teaching children not to be afraid of difference but to celebrate difference. Any discussion or resources used will be to help your child be respectful and tolerant towards others. We are preparing the children for life in Britain. Britain is diverse and they are going to meet people who are different to them as they grow up.

You are confusing my child because at home they are learning that being gay is wrong but at school you are telling them that being gay is OK.

As a parent it is your right to talk to your child about religious beliefs. In school we build our curriculum around UK law. We are teaching children that all people and relationships are equal. We are teaching children that all families are different and your child as they grow up are going to meet people who live in different families. It is important that children learn about people who are different. They need to learn to be tolerant and respectful of people with different views. When they grow up they can make up their own minds about what is right and wrong.



Jigsaw knowledge and skills progression: Changing Me Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

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 elicit 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>			



Jigsaw knowledge and skills progression: Changing Me 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

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>			



Jigsaw knowledge and skills progression: Changing Me 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

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>			



Jigsaw knowledge and skills progression: Changing Me 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up? Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes? Do you have any questions about the changes that are going to happen to you as you grow up?
<p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>			
<p>Key Vocabulary 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, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>			



Jigsaw knowledge and skills progression: Changing Me 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> • Which of your characteristics did you get from your birth parents? • Do you have any questions about the changes that happen to a girl when they grow up? • Do you have any questions about how babies are made? • How do you feel about the changes that will happen to you as you grow?
<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>			
<p>Key Vocabulary 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.</p>			



Jigsaw knowledge and skills progression: Changing Me 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body-image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you? Do you have any worries about puberty? Do you have any questions about puberty? Do you have any questions that you'd like to ask me about how babies are conceived? What do you think it will be like when you are a teenager? What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now? What do you enjoy about being your age now?
<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>			
<p>Key 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, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>			



Jigsaw knowledge and skills progression: Changing Me 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • 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 	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self-image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school 	<ul style="list-style-type: none"> • Can we talk about the changes that will happen to your body over the next few years? • How do you feel about these changes? • What does mutual respect mean? Why is that important in a relationship? • What are you excited about in secondary school? • What are you worried about in secondary school? What can we do with these worries?
<p>In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>			
<p>Key Vocabulary</p> <p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>			

Appendix 2 – Attainment Descriptors – Changing Me RSE



Puzzle 6: Changing Me

Changing Me	Working towards	Working at	Working beyond
Ages 5-6	<p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p> <p>I can tell you some things that will change for me and how I feel about this.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>
Ages 6-7	<p>I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/girl and something that I like/dislike about getting older.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p>
Ages 7-8	<p>I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>I can tell you something I like and something that worries me about the idea of growing up.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>



<p>Ages 8-9</p>	<p>I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation).</p> <p>I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p> <p>I can consider and prioritise the changes I would like to make when I am older, and can plan the approaches, I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>
<p>Ages 9-10</p>	<p>I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too.</p> <p>I know that I will change during puberty and I can tell you how I feel about that.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>
<p>Ages 10-11</p>	<p>I can identify the main stages by which a baby develops through conception, pregnancy and birth.</p> <p>I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>	<p>I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p>
<p>Ages 11-12</p>	<p>I can tell you about some of the changes that might/will happen to me, my friends and family as I get older.</p> <p>I can tell you how I feel about some of the changes that might/ will happen to me in my personal life.</p>	<p>I can explain why some personal and family changes happen.</p> <p>I can explain ways that I can give emotional support to myself and others during times of personal change.</p>	<p>I can discuss a range of changes that I or others may/will experience in our personal lives and relate these to internal and/or external factors.</p> <p>I can evaluate different strategies that might help me and others manage in times of personal change.</p>