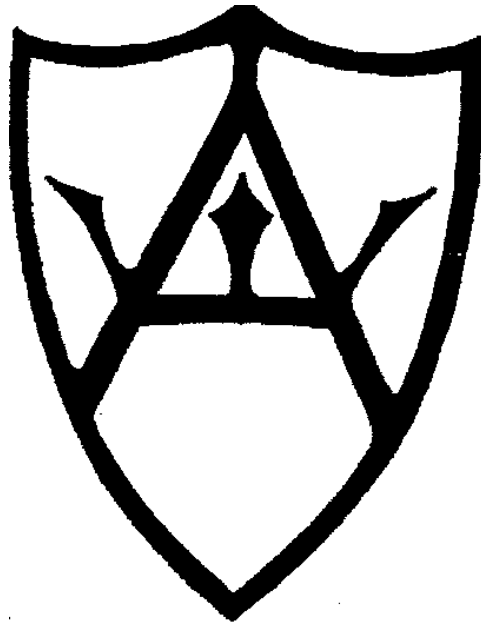


# **Alfriston School**



## **Personal, Social, Health & Economic (PSHE) Education Policy, including Relationships & Sex Education (RSE)**

Agreed with staff & governors: 24<sup>th</sup> Sept 2020

Pupil Voice: Sept 2020

Consultation with parents/carers: Sept 2020

Next Review: Sept 2021

## **Context and Rationale**

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

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

### **Personal, Social, Health & Economic (PSHE) Education**

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

To do this we use the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen via this link

<https://www.jigsawpshe.com/wp-content/uploads/2020/02/Jigsaw-Information-Leaflet-for-Parents-and-Carers-2020.pdf>

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

### **Statutory Relationships and Health Education**

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

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

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

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

Our PSHE Education policy is informed by existing DfE guidance:

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE Education, as our chosen teaching and learning programme and tailor it to your children’s needs. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE Education. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. This programme ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

This policy will be subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the

wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate PSHE Education curriculum, which includes Relationships & Sex Education (RSE), that addresses relevant issues, informed by analysis of public health data and pupil priorities. A key aspect in employing effective teaching and learning strategies is the involvement of our pupils in their learning. We provide opportunities for them to evaluate both the resources and the teaching methods they preferred, were most comfortable with and best met their needs.

### **Policy values, aims and objectives**

Our school's overarching aims and objectives are that we have high aspirations for all of our children to be happy, confident, responsible and knowledgeable individuals who can learn at their best. We delight in equipping all children to achieve personal success and develop a lifelong love of learning. PSHE Education is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of PSHE Education lessons.

Our Relationships & Sex Education (RSE) learning at Alfriston is taught within the Personal, Social, Health & Economic (PSHE) Education curriculum as part of our Jigsaw scheme of learning.

PSHE Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. It equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.

**We recognise the importance of PSHE Education in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of PSHE Education is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.**

Effective PSHE Education can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. PSHE Education will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

PSHE Education will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

### **Principles of effective PSHE Education lessons**

PSHE Education provision at Alfriston School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons.
- Is taught by staff regularly trained in PSHE Education (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.

- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in PSHE Education lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about PSHE Education so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

## **Personal, Social and Health Education (PSHE) Curriculum**

### **Whole-school approach**

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

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn</b> <b>Term 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn</b> <b>Term 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
<b>Spring</b> <b>Term 3:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
<b>Spring</b> <b>Term 4:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.

<b>Summer</b> <b>Term 5:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
<b>Summer</b> <b>Term 6:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

At Alfriston Primary School we allocate 1 lesson (approx. 45mins to 1 hour) to PSHE Education each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, School Charter, our Life Values, British values, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

### **Relationships & Sex Education (RSE)**

RSE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world. RSE is taught within the Personal, Social, Health & Economic (PSHE) Education curriculum as part of our Jigsaw scheme of learning.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

In the summer terms (Terms 5 and 6) we teach the 'Relationships' and 'Changing Me' units of learning in PSHE Education from the Jigsaw programme. Across the school, children access their age appropriate RSE learning primarily in these units. For more information about our RSE curriculum, **see Appendices 1 and 2.**

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our intended RSE curriculum may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

## **Teaching and learning**

PSHE Education is taught by the class teacher or the class' higher level teaching assistant and supported by the class teaching assistant/s, school nurses, visitors and outside agencies. All staff involved in the delivery of PSHE Education have received specific training to ensure that pupils receive clear and consistent approaches to PSHE Education throughout their time at Alfriston. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of PSHE Education to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

PSHE Education will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

## **Entitlement and equality of opportunity**

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. PSHE Education will always be taught in a non-judgemental, non-biased and fully

inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSE curriculum. We do not use RSE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

### **Responding to pupils' questions**

There will always be sensitive and controversial issues within the subjects of PSHE Education, and in particular RSE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement.

Pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of a 'questions box'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

### **Confidentiality, signposting and handling disclosures**

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of PSHE Education teaching, and in particular at the beginning of every RSE lesson, the class will discuss and create/be reminded of their 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.



Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

### **Involving parents and carers, and right to withdraw**

We believe that parents are the primary educators of their children in PSHE Education and that PSHE Education, and RSE within it, is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide opportunities each year for parents and carers to meet with their child's teacher and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. See sample letter in **Appendix 3**. The school also operates an open-door policy enabling parents to discuss PSHE Education at relevant times throughout the school year.

The vast majority of PSHE Education is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science.

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

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

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers 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 (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex

education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The school will document this process. Please see **Appendix 4**.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **Assessment**

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of PSHE teaching and learning will be monitored through PSHE learning walks, book looks, sharing of good practise within staff meetings, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

### **Links to other school policies and curriculum**

This policy complements the following policies:

- Behaviour
- Anti-bullying
- Online safety
- Equality
- SEN
- Safeguarding and child protection
- Healthy School
- Mental Health & Emotional Wellbeing

### **Monitoring and Review**

The governing board monitors this policy on an annual basis. There is a named governor who specifically oversees this area of the curriculum and reports their findings and recommendations to the full governing board, as necessary, if the policy needs modification. The governing board gives serious consideration to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments. The PSHE (RSE) Education link governor scrutinises and ratifies teaching materials to check they are in accordance with the school's ethos.

## Appendix 1

### Relationships and Sex Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Term 5 Term 6	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• I can identify some of the jobs I do in my family</li> <li>• I know how to make friends to stop myself from feeling lonely.</li> <li>• I can think of ways to solve problems and stay friends.</li> <li>• I am starting to understand the impact of unkind words.</li> <li>• <b>I can use Calm Me Time to manage my feelings.</b></li> <li>• I know how to be a good friend.</li> </ul> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• I can name parts of the body</li> <li>• I can tell you some things I can do and foods I can eat to be healthy.</li> <li>• I understand that we all grow from babies to adults.</li> <li>• <b>I can express how I feel about moving to Year 1.</b></li> <li>• <b>I can talk about my worries and/or the things I am looking forward to about being in Year 1</b></li> <li>• I can share my memories of the best bits of this year in Reception</li> </ul>	PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Term 5 Term 6	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I can identify the members of my family and understand that there are lots of different types of families.</b> <i>I know how it feels to belong to a family and care about the people who are important to me.</i></li> <li>• <b>I can identify what being a good friend means to me.</b> <i>I know how to make a new friend</i></li> <li>• <b>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</b> <i>I can recognise which forms of physical contact are acceptable and unacceptable to me.</i></li> <li>• <b>I know who can help me in my school community.</b> <i>I know when I need help and know how to ask for it</i></li> <li>• <b>I can recognise my qualities as person and a friend.</b> <i>I know ways to praise myself</i></li> <li>• <b>I can tell you why I appreciate someone who is special to me.</b> <i>I can express how I feel about them</i></li> </ul> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I am starting to understand the life cycles of animals and humans.</b> <i>I understand that changes happen as we grow and that this is OK</i></li> <li>• <b>I can tell you some things about me that have changed and some things about me that have stayed the same.</b> <i>I know that changes are OK and</i></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b>New words covered:</b>  Changes  Life cycle  Baby  Adulthood  Grown up  Mature  Male  Female  Vagina  Penis  Testicles  Anus  Breasts</p>

		<p><i>that sometimes they will happen whether I want them to or not.</i></p> <ul style="list-style-type: none"> <li>• <b>I can tell you how my body has changed since I was a baby.</b> <i>I understand that growing up is natural and that everybody grows at different rates.</i></li> <li>• <b>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</b> <i>I respect my body and understand which parts are private</i></li> <li>• <b>I understand that every time I learn something new I change a little bit.</b> <i>I enjoy learning new things</i></li> <li>• <b>I can tell you about changes that have happened in my life.</b> <i>I know some ways to cope with changes</i></li> </ul>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Term 5 Term 6	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</b> <i>I accept that everyone's family is different and understand that most people value their family</i></li> <li>• <b>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</b> <i>I know which types of physical contact I like and don't like and can talk about this</i></li> <li>• <b>I can identify some of the things that cause conflict with my friends.</b> <i>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</i></li> <li>• <b>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</b> <i>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</i></li> <li>• <b>I recognise and appreciate people who can help me in my family, my school and my community.</b> <i>I understand how it feels to trust someone</i></li> <li>• <b>I can express my appreciation for the people in my special relationships.</b> <i>I am comfortable accepting appreciation from others</i></li> </ul> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I can recognise cycles of life in nature.</b> <i>I understand there are some changes that are outside my control and can recognise how I feel about this</i></li> <li>• <b>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</b> <i>I can identify people I respect who are older than me</i></li> <li>• <b>I can recognise how my body has changed since I was a baby and where I am on the continuum from</b></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b>New words covered:</b></p> <p><b>Previous year vocabulary +</b></p> <p>Male Female Vagina Penis Testicles Anus Public Private</p>

		<p><b>young to old. I feel proud about becoming more independent</b></p> <ul style="list-style-type: none"> <li><b>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl</b></li> <li><b>I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help</b></li> <li><b>I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this</b></li> </ul>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
<b>Year 3</b>	Term 5 Term 6	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li><b>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel</b></li> <li><b>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution</b></li> <li><b>I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online</b></li> <li><b>I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices</b></li> <li><b>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them</b></li> <li><b>I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups</b></li> </ul> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li><b>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals</b></li> <li><b>I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to</b></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b>New words covered:</b></p> <p><b>Previous year vocabulary +</b></p> <p>Uterus Womb Puberty Sperm Ovaries Egg Ovum/ Ova</p>

		<p><i>live and grow. I can express how I might feel if I had a new baby in my family.</i></p> <ul style="list-style-type: none"> <li>• <b>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process.</b> <i>I recognise how I feel about these changes happening to me and know how to cope with those feelings</i></li> <li>• <b>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</b> <i>I recognise how I feel about these changes happening to me and know how to cope with these feelings</i></li> <li>• <b>I can start to recognise stereotypical ideas I might have about parenting and family roles.</b> <i>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes start to think about changes I will make next year and know how to go about this</i></li> </ul>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Term 5 Term 6	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I can recognise situations which can cause jealousy in relationships.</b> <i>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</i></li> <li>• <b>I can identify someone I love and can express why they are special to me.</b> <i>I know how most people feel when they lose someone or something they love</i></li> <li>• <b>I can tell you about someone I know that I no longer see.</b> <i>I understand that we can remember people even if we no longer see them</i></li> <li>• <b>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</b> <i>I know how to stand up for myself and how to negotiate and compromise</i></li> <li>• <b>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</b> <i>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</i></li> <li>• <b>I know how to show love and appreciation to the people and animals who are special to me.</b> <i>I can love and be loved</i></li> </ul> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the</b></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b>New words covered:</b></p> <p><b>Previous year vocabulary +</b></p> <p>Sexual Intercourse Fertilise Conception Menstruation Periods Sperm Penis Egg Testicles Vagina Ovaries Reproduction Unique Puberty Fallopian tubes</p>

		<p><b>joining of their egg and sperm. I appreciate that I am a truly unique human being</b></p> <ul style="list-style-type: none"> <li><b>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</b></li> <li><b>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty</b></li> <li><b>I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me</b></li> <li><b>I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</b></li> <li><b>I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this</b></li> </ul>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
<b>Year 5</b>	Term 5 Term 6	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li><b>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem</b></li> <li><b>I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable</b></li> <li><b>I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me</b></li> <li><b>I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe</b></li> <li><b>I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected</b></li> <li><b>I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</b></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b>New words covered:</b></p> <p><b>Previous year vocabulary +</b></p> <p>Sanitary towels Sanitary pads Tampons Semen Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord</p>

		<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I am aware of my own self-image and how my body image fits into that.</b> <i>I know how to develop my own self-esteem.</i></li> <li>• <b>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</b> <i>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</i></li> <li>• <b>I can describe how boys' and girls' bodies change during puberty.</b> <i>I can express how I feel about the changes that will happen to me during puberty.</i></li> <li>• <b>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</b> <i>I appreciate how amazing it is that human bodies can reproduce in these ways.</i></li> <li>• <b>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</b> <i>I am confident that I can cope with the changes that growing up will bring.</i></li> <li>• <b>I can identify what I am looking forward to when I move to my next class.</b> <i>I can start to think about changes I will make next year and know how to go about this.</i></li> </ul>	<p>Contraception Fertility treatment (IVF) Pubic Hair Scrotum</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
<b>Year 6</b>	Term 5 Term 6	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I know that it is important to take care of my mental health.</b> <i>I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</i></li> <li>• <b>I know how to take care of my mental health.</b> <i>I can help myself and others when worried about a mental health problem.</i></li> <li>• <b>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</b> <i>I can recognise when I am feeling those emotions and have strategies to manage them.</i></li> <li>• <b>I can recognise when people are trying to gain power or control.</b> <i>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</i></li> <li>• <b>I can judge whether something online is safe and helpful for me.</b> <i>I can resist pressure to do something online that might hurt myself or others.</i></li> <li>• <b>I can use technology positively and safely to communicate with my friends and family.</b> <i>I can take responsibility for my own safety and well-being.</i></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work. <b>New words covered:</b> <b>Previous year vocabulary +</b> Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife Love Homosexuality Sexuality Circumcision</p>



		<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I am aware of my own self-image and how my body image fits into that.</b> <i>I know how to develop my own self esteem</i></li> <li>• <b>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</b> <i>I can express how I feel about the changes that will happen to me during puberty.</i></li> <li>• <b>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</b> <i>I can recognise how I feel when I reflect on the development and birth of a baby.</i></li> <li>• <b>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</b> <i>I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something I don't want to.</i></li> <li>• <b>I am aware of the importance of a positive self-esteem and what I can do to develop it.</b> <i>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</i></li> <li>• <b>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</b> <i>I know how to prepare myself emotionally for the changes next year.</i></li> </ul>	
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## Appendix 2: By the end of the primary phase pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in academy or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in academy and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, academy and/or other sources</li> </ul>

## Appendix 3 – Sample Letter to Parents/Carers

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### Alfriston School

North Road  
Alfriston,  
Polegate,  
East Sussex, BN26 5XB



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E-Mail: [office@alfriston.e-sussex.sch.uk](mailto:office@alfriston.e-sussex.sch.uk)

Website: [www.alfriston.e-sussex.sch.uk](http://www.alfriston.e-sussex.sch.uk)

Telephone: (01323) 870203

Fax: (01323) 871754

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Headteacher: Mrs Lindsey Hudson BA (Hons)

Dear Parents/Carers

I am writing to inform you that your child will be taught Relationship & Sex Education from week commencing ..... until the end of term in line with the RSE and the Personal, Social, Health & Economic Education Curriculum.

If you wish to discuss this and/or view the related materials, you may do so on ... at ... in ... with the Class Teacher ... .

If this date is not convenient for you, or should you have any questions or wish to discuss this curriculum please do not hesitate to contact me.

Yours sincerely

Class Teacher

## Appendix 4: Parent/Carer form: withdrawal from Sex Education

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

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parent/carers