



# Relationships and Sex Education policy

*RRS Article 24: Every child has the right to the best possible health*

*RRS Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law*

*RRS Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

<b>Approved by:</b>	The Governing Body	<b>Date:</b> 1 <sup>st</sup> October 2020
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<b>Last reviewed on:</b>	March 2022
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<b>Next review due by:</b>	March 2023
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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Conifers Primary School, we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
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2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. This included trialing some new resources with their classes.
3. Parent/stakeholder consultation – parents and Governors were invited to view and ask questions about the policy through a small consultation group of parents and Governors.
4. Pupil consultation – children provided feedback about the new resources during the trial lessons
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### 5. Curriculum

Our curriculum is **taught from Reception to Year 6 and covers all aspects across different themes.** This is set out as per Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The curriculum overview:

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Families	Respectful Relationships	Online safety	Being safe	Friendships	Changing bodies
	<ul style="list-style-type: none"> <li>• A mixture of resources to deliver the curriculum content which will include Jigsaw, Yasmin and Tom, NSPCC.</li> <li>• <b>Reception/EYFS use the Developing Matters (non-statutory curriculum guidance) to cover the themes through their planning of the prime and specific areas of learning. For example, Understanding the World links to families and relationships.</b></li> <li>• Teaching will include whole class work, group work, circle time and independent work.</li> <li>• Specific Relationship Curriculum outcomes for certain year groups must be taught in the correct year groups.</li> <li>• Wider Curriculum Topics also cover some Relationship Education outcomes.</li> </ul>					
Whole school	RRS Charters	Anti-bullying week	Safer internet day	Safety week		

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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
- Naming body parts and changes at puberty
- Making babies

For more information about our RSE curriculum for years 1- 6, see Appendix 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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

All teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

#### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

#### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

When and where possible, the headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by looking at planning and books, learning walks, lesson observations and discussions with staff and pupils.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by annually. At every review, the policy will be approved by the governing body and/or Headteacher.

Date written: February 2020

Date approved by Governors: October 2020

Date for review: February 2021

Policy reviewed: March 2022 by Donna Newport

## Appendix 1: Parent form: withdrawal from sex education within RSE

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

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

## Appendix 2

### RELATIONSHIP EDUCATION: YEAR 1

<p><b><u>AUTUMN 1</u></b></p> <p><b><u>Families</u></b></p> <p>JIGSAW link BEING ME IN MY WORLD</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability (all year groups)</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 (all year groups)</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also</li> <li>• YASMIN AND TOM LESSONS:             <ul style="list-style-type: none"> <li>- Introducing Yasmine and Tom</li> <li>- Different families</li> </ul> </li> </ul>
<p><b><u>AUTUMN 2</u></b></p> <p><b><u>Respectful Relationships</u></b></p> <p>JIGSAW link CELEBRATING DIFFERENCE</p>	<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 (All year groups)</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships (All year groups)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (all year groups)</li> <li>• The conventions of courtesy and manners (Year 1 &amp; 2)</li> </ul>
<p><b><u>SPRING 1</u></b></p> <p><b><u>Online safety</u></b></p> <p>JIGSAW link DREAMS AND GOALS</p>	<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (all year groups)</li> </ul>
<p><b><u>SPRING 2</u></b></p> <p><b><u>Being safe</u></b></p> <p>JIGSAW link HEALTHY ME</p>	<p>To be taught in all year groups using a combination of Yasmin &amp; Tom and/or NSPCC Resources (PANTS, Pantosaurus)</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

<p><b><u>SUMMER 1</u></b> <b><u>Friendships</u></b></p> <p>JIGSAW link RELATIONSHIPS</p>	<ul style="list-style-type: none"> <li>• <b>How important friendships are in making us feel happy and secure, and how people choose and make friends (all year groups)</b></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 (Year 1, 3 and 5 Yasmin and Tom)</li> <li>• YASMIN AND TOM LESSON: <ul style="list-style-type: none"> <li>- Friendships and feelings</li> </ul> </li> </ul>
<p><b><u>SUMMER 2</u></b> <b><u>Changing bodies</u></b></p> <p>JIGSAW link CHANGING ME</p>	<p><b>Sex Education &amp; changing adolescent bodies:</b></p> <p>Year 1: My Brilliant Body</p> <p>Year 2: Naming my body parts</p> <p>Year 3: My personal and private body parts and keeping safe</p> <p>Year 4: Body care and Is it Risky?</p> <p>Year 5: Changes at puberty and periods</p> <p>Year 6: Making babies/wet dreams and masturbation</p> <ul style="list-style-type: none"> <li>• YASMIN AND TOM LESSON: <ul style="list-style-type: none"> <li>- My brilliant body</li> </ul> </li> </ul>

## RELATIONSHIP EDUCATION: YEAR 2

<p><b><u>AUTUMN 1</u></b></p> <p><b><u>Families</u></b></p> <p>JIGSAW link BEING ME IN MY WORLD</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability (all year groups)</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 (all year groups)</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Year 2)</li> </ul>
<p><b><u>AUTUMN 2</u></b></p> <p><b><u>Respectful Relationships</u></b></p> <p>JIGSAW link CELEBRATING DIFFERENCE</p>	<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 (All year groups)</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships (All year groups)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (all year groups)</li> <li>• The conventions of courtesy and manners (Year 1 &amp; 2)</li> </ul>
<p><b><u>SPRING 1</u></b></p> <p><b><u>Online safety</u></b></p> <p>JIGSAW link DREAMS AND GOALS</p>	<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (all year groups)</li> <li>• YASMIN AND TOM LESSON:             <ul style="list-style-type: none"> <li>- Keeping safe</li> </ul> </li> </ul>
<p><b><u>SPRING 2</u></b></p> <p><b><u>Being safe</u></b></p> <p>JIGSAW link HEALTHY ME</p>	<p>To be taught in all year groups using a combination of Yasmin &amp; Tom and/or NSPCC Resources (PANTS, Pantosaurus)</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
<p><b><u>SUMMER 1</u></b></p> <p><b><u>Friendships</u></b></p>	<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 (all year groups)</li> </ul>

<p>JIGSAW link RELATIONSHIPS</p>	
<p><b><u>SUMMER 2</u></b> <b><u>Changing bodies</u></b>  JIGSAW link CHANGING ME</p>	<p><b>Sex Education &amp; changing adolescent bodies:</b></p> <p>Year 1: My Brilliant Body  Year 2: Naming my body parts  Year 3: My personal and private body parts and keeping safe  Year 4: Body care and Is it Risky?  Year 5: Changes at puberty and periods  Year 6: Making babies/wet dreams and masturbation</p> <ul style="list-style-type: none"> <li>• Health Focus: Sun safety – year 2 summer term topic</li> <li>• YASMIN AND TOM LESSONS: <ul style="list-style-type: none"> <li>- Naming my body parts</li> <li>- Keeping clean and taking care of myself</li> </ul> </li> </ul>

**RELATIONSHIP EDUCATION: YEAR 3**

<p><b><u>AUTUMN 1</u></b> <b><u>Families</u></b></p> <p>JIGSAW link BEING ME IN MY WORLD</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability (all year groups)</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 (all year groups)</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 (Year 3 Yasmin and Tom)</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 (Year 3)</li> <li>• YASMIN AND TOM LESSONS:             <ul style="list-style-type: none"> <li>- Introducing Yasmine and Tom</li> <li>- Families and getting on with our families</li> </ul> </li> </ul>
<p><b><u>AUTUMN 2</u></b> <b><u>Respectful Relationships</u></b></p> <p>JIGSAW link CELEBRATING DIFFERENCE</p>	<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 (All year groups)</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships (All year groups)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (all year groups)</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive (Year 3 Yasmin and Tom lesson) The importance of permission-seeking and giving in relationships with friends, peers and adults (Year 3)</li> <li>• YASMIN AND TOM LESSONS:             <ul style="list-style-type: none"> <li>- Gender stereotypes and aspirations</li> <li>- Me, myself and I</li> </ul> </li> </ul>
<p><b><u>SPRING 1</u></b> <b><u>Online safety</u></b></p> <p>JIGSAW link DREAMS AND GOALS</p>	<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (all year groups)</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 (KS2)</li> </ul>
<p><b><u>SPRING 2</u></b> <b><u>Being safe</u></b></p> <p>JIGSAW link HEALTHY ME</p>	<p>To be taught in all year groups using a combination of Yasmin &amp; Tom and/or NSPCC Resources (PANTS, Pantosaurus)</p> <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> </ul>

	<ul style="list-style-type: none"> <li>• <b>How to report concerns or abuse, and the vocabulary and confidence needed to do so</b></li> <li>• <b>Where to get advice e.g. family, school and/or other sources</b></li> <li>• YASMIN AND TOM LESSON: <ul style="list-style-type: none"> <li>- Keeping safe</li> </ul> </li> </ul>
<p><b><u>SUMMER 1</u></b> <b><u>Friendships</u></b></p> <p>JIGSAW link RELATIONSHIPS</p>	<ul style="list-style-type: none"> <li>• <b>How important friendships are in making us feel happy and secure, and how people choose and make friends (all year groups)</b></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 (Year 1, 3 and 5 Yasmin and Tom)</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (3 and 5 Yasmin and Tom)</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 (Year 3 and 5 Yasmin and Tom)</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 (Year 3 and 5 Yasmin and Tom)</li> <li>• YASMIN AND TOM LESSON: <ul style="list-style-type: none"> <li>- What makes a good friend?</li> </ul> </li> </ul>
<p><b><u>SUMMER 2</u></b> <b><u>Changing bodies</u></b></p> <p>JIGSAW link CHANGING ME</p>	<p><b>Sex Education &amp; changing adolescent bodies:</b></p> <p>Year 1: My Brilliant Body</p> <p>Year 2: Naming my body parts</p> <p>Year 3: My personal and private body parts and keeping safe</p> <p>Year 4: Body care and Is it Risky?</p> <p>Year 5: Changes at puberty and periods</p> <p>Year 6: Making babies/wet dreams and masturbation</p> <ul style="list-style-type: none"> <li>• YASMIN AND TOM LESSONS: <ul style="list-style-type: none"> <li>- My personal and private body parts and keeping safe</li> </ul> </li> </ul>

## RELATIONSHIP EDUCATION: YEAR 4

<p><b><u>AUTUMN 1</u></b> <b><u>Families</u></b></p> <p>JIGSAW link BEING ME IN MY WORLD</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability (all year groups)</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 (all year groups)</li> </ul>
<p><b><u>AUTUMN 2</u></b> <b><u>Respectful Relationships</u></b></p> <p>JIGSAW link CELEBRATING DIFFERENCE</p>	<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 (All year groups)</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships (All year groups)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (all year groups)</li> <li>• The importance of self-respect and how this links to their own happiness (Year 4)</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 (year 4)</li> </ul>
<p><b><u>SPRING 1</u></b> <b><u>Online safety</u></b></p> <p>JIGSAW link DREAMS AND GOALS</p>	<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (all year groups)</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 (KS2)</li> <li>• That people sometimes behave differently online, including by pretending to be someone they are not ((Year 4 &amp; 5 Yasmin and Tom)</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 ((Year 4 &amp; 5 Yasmin and Tom)</li> <li>• How information and data is shared and used online (Year 4 &amp; 5 Yasmin and Tom)</li> <li>• YASMIN AND TOM LESSONS:             <ul style="list-style-type: none"> <li>- Is it risky?</li> <li>- People who can help us on and offline</li> </ul> </li> </ul>
<p><b><u>SPRING 2</u></b> <b><u>Being safe</u></b></p> <p>JIGSAW link HEALTHY ME</p>	<p><b>To be taught in all year groups using a combination of Yasmin &amp; Tom and/or NSPCC Resources (PANTS, Pantosaurus)</b></p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
<p><b><u>SUMMER 1</u></b></p>	<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 (all year groups)</li> </ul>

<p><b><u>Friendships</u></b></p> <p>JIGSAW link RELATIONSHIPS</p>	
<p><b><u>SUMMER 2</u></b></p> <p><b><u>Changing bodies</u></b></p> <p>JIGSAW link CHANGING ME</p>	<p><b>Sex Education &amp; changing adolescent bodies:</b></p> <p>Year 1: My Brilliant Body</p> <p>Year 2: Naming my body parts</p> <p>Year 3: My personal and private body parts and keeping safe</p> <p>Year 4: Body care</p> <p>Year 5: Changes at puberty and periods</p> <p>Year 6: Making babies/wet dreams and masturbation</p> <p>• YASMIN AND TOM LESSONS:</p> <ul style="list-style-type: none"> <li>- Body care</li> </ul>

## RELATIONSHIP EDUCATION: YEAR 5

<p><b><u>AUTUMN 1</u></b> <b><u>Families</u></b> JIGSAW link BEING ME IN MY WORLD</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability (all year groups)</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 (all year groups)</li> </ul>
<p><b><u>AUTUMN 2</u></b> <b><u>Respectful Relationships</u></b> JIGSAW link CELEBRATING DIFFERENCE</p>	<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 (All year groups)</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships (All year groups)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (all year groups)</li> </ul>
<p><b><u>SPRING 1</u></b> <b><u>Online safety</u></b> JIGSAW link DREAMS AND GOALS</p>	<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (all year groups)</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 (KS2)</li> <li>• That people sometimes behave differently online, including by pretending to be someone they are not ((Year 4 &amp; 5 Yasmin and Tom)</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 ((Year 4 &amp; 5 Yasmin and Tom)</li> <li>• How information and data is shared and used online (Year 4 &amp; 5 Yasmin and Tom)</li> <li>• YASMIN AND TOM LESSONS:             <ul style="list-style-type: none"> <li>- Introducing Yasmine and Tom</li> <li>- On and offline friendships</li> <li>- Keeping safe – online images</li> </ul> </li> </ul>
<p><b><u>SPRING 2</u></b> <b><u>Being safe</u></b> JIGSAW link HEALTHY ME</p>	<p>To be taught in all year groups using a combination of Yasmin &amp; Tom and/or NSPCC Resources (PANTS, Pantosaurus)</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> <li>• YASMIN AND TOM LESSONS:</li> </ul>

	<ul style="list-style-type: none"> <li>- Keeping safe – safe and unsafe touch</li> </ul>
<p><b><u>SUMMER 1</u></b> <b><u>Friendships</u></b></p> <p>JIGSAW link RELATIONSHIPS</p>	<ul style="list-style-type: none"> <li>• <b>How important friendships are in making us feel happy and secure, and how people choose and make friends (all year groups)</b></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 (Year 1, 3 and 5 Yasmin and Tom)</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (3 and 5 Yasmin and Tom)</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 (Year 3 and 5 Yasmin and Tom)</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 (Year 3 and 5 Yasmin and Tom)</li>   <li>• <b>YASMIN AND TOM LESSONS:</b> <ul style="list-style-type: none"> <li>- Friendships and secrets</li> <li>- Friendships and pressure</li> </ul> </li> </ul>
<p><b><u>SUMMER 2</u></b> <b><u>Changing bodies</u></b></p> <p>JIGSAW link CHANGING ME</p>	<p><b>Sex Education &amp; changing adolescent bodies:</b></p> <p>Year 1: My Brilliant Body</p> <p>Year 2: Naming my body parts</p> <p>Year 3: My personal and private body parts and keeping safe</p> <p>Year 4: Body care</p> <p>Year 5: Changes at puberty and periods</p> <p>Year 6: Making babies/wet dreams and masturbation</p> <ul style="list-style-type: none"> <li>• <b>YASMIN AND TOM LESSONS:</b> <ul style="list-style-type: none"> <li>- Changes at puberty and periods</li> </ul> </li> </ul>

## RELATIONSHIP EDUCATION: YEAR 6

<p><b><u>AUTUMN 1</u></b> <b><u>Families</u></b> JIGSAW link BEING ME IN MY WORLD</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability (all year groups)</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 (all year groups)</li> </ul>
<p><b><u>AUTUMN 2</u></b> <b><u>Respectful Relationships</u></b> JIGSAW link CELEBRATING DIFFERENCE</p>	<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 (All year groups)</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships (All year groups)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (all year groups)</li> </ul>
<p><b><u>SPRING 1</u></b> <b><u>Online safety</u></b> JIGSAW link DREAMS AND GOALS</p>	<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (all year groups)</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 (KS2)</li> </ul>
<p><b><u>SPRING 2</u></b> <b><u>Being safe</u></b> JIGSAW link HEALTHY ME</p>	<p>To be taught in all year groups using a combination of Yasmin &amp; Tom and/or NSPCC Resources (PANTS, Pantosaurus)</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
<p><b><u>SUMMER 1</u></b> <b><u>Friendships</u></b> JIGSAW link RELATIONSHIPS</p>	<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 (all year groups)</li> <li>• YASMIN AND TOM LESSONS:             <ul style="list-style-type: none"> <li>- Identity and prejudice</li> <li>- Equality and the law</li> <li>- Getting help</li> </ul> </li> </ul>

**SUMMER 2**

**Changing  
bodies**

JIGSAW link  
CHANGING ME

**Sex Education & changing adolescent bodies:**

Year 1: My Brilliant Body

Year 2: Naming my body parts

Year 3: My personal and private body parts and keeping safe

Year 4: Body care

Year 5: Changes at puberty and periods

Year 6: Making babies/wet dreams and masturbation

• **YASMIN AND TOM LESSONS:**

- Making babies/wet dreams and masturbation