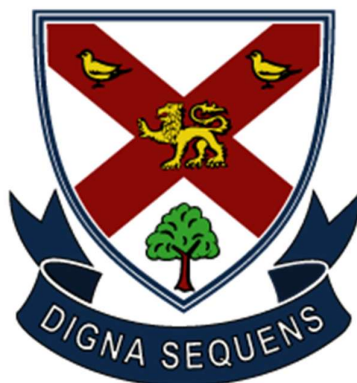


Widford Lodge
PREPARATORY SCHOOL



2f Relationships and Sex Education (RSE) and Health Education Policy

This policy applies to all pupils in the school including those in the EYFS

Reviewed: September 2026

Next Review: September 2027

This policy has been written taking into account the Relationships Education, Relationships and Sex Education and Health Education Guidance (DfE 2026). The Policy is reviewed and updated annually and approved by the Head Teacher and Proprietor of Widford Lodge School: updates are advised to parents with the opportunity for them to comment. It should be read in conjunction with the school's PSHEE Scheme of work.

Definition

Relationships and Sex education (RSE) is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. At Widford Lodge, we will teach the fundamental building blocks and characteristics of healthy, respectful and positive relationships, focusing on family and friendships, in all contexts, including online.

Introduction

Our work in RSE is set in the wider context of Widford Lodge's values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to engage confidently with the challenges of adult life, including online challenges.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

Aims for Relationships and Sex Education

All adults will work towards achieving these aims for RSE at Widford Lodge. We seek to enable our children to:

- develop interpersonal and communication skills

- develop positive values and a moral framework that will guide their decisions and behaviour
- understand about a variety of families and relationships (including LGBTQ+ relationships)
- develop understanding of the value of stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- understand that the principles of positive relationships also apply online
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address RSE in an age-appropriate way
- value, care for and respect their bodies
- access additional advice and support.

Delivering our RSE curriculum

Our curriculum for RSE (see Appendix A) describes the elements which will be taught. Our RSE curriculum will be delivered to all children from Reception up to and including Form 6.

Appendix B sets out the parts of the curriculum that are included in health, relationships and sex education. This is taught from Forms 3 – 6 and we also use ‘Kapow Primary Scheme’ to help contextualise and explain intercourse in a loving relationship as well as in a scientific manner.

The curriculum is wholly consistent with the National Curriculum and DfE guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE curriculum will be taught in:

- PSHEE through designated lessons, circle time, focused events, health weeks.
- Other curriculum areas, especially Science, English, RE, Computing and PE
- Enrichment activities, especially our assembly programme, involvement in school trips and adventurous activities, activities carried out as part of being a health promoting school.

Specific Units of Work on RSE are planned into our teaching programme every year across all year groups. Specific content on puberty will be taught in an age appropriate and progressive way from Forms 3 - 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

When teaching children about families and relationships, LGBTQ+ relationships will be fully integrated into our curriculum rather than as a standalone unit. All teaching will be sensitive and age-appropriate, both in content and approach. Children will be taught, above all else, about equality and respect.

Delivering our Health and Wellbeing curriculum

We aim to teach pupils at Widford Lodge about physical health and mental wellbeing and to give them the information that they need to make good decisions about their own health and wellbeing. The curriculum is wholly consistent with the National Curriculum and DfE guidance.

Physical health and mental wellbeing are interlinked, and it is important for our pupils to understand that good physical health contributes to good mental wellbeing, and vice versa. Mental wellbeing should be part of daily life, in the same way as physical health.

Puberty including menstruation will be covered in Health Education lessons and our Science lessons and will, as far as possible, be addressed before onset. This will ensure male and female pupils are prepared for changes they and their peers will experience.

From the Early Years onwards, pupils will be taught about the importance of daily exercise, good nutrition and sufficient sleep, and we will support pupils to gain the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, and develop the language to talk about their bodies, health and emotions.

Pupils will be taught the benefits of hobbies, interests and participation in their own communities. Our teaching will make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example The Brownies or Cub Scouts), are beneficial for health and wellbeing.

We will also teach our pupils about the benefits of limiting time spent online and the risks of excessive use of electronic devices. In the Prep school pupils will be taught about how social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

Our curriculum will give a firm foundation in the benefits and characteristics of good health and wellbeing enabling us to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working at Widford Lodge to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by Form/PSHEE teachers and the science teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHEE leader.
- The PSHEE leader is responsible for reviewing the policy annually and evaluating RSE at Widford Lodge. The PSHEE leader will report to the Headteacher in this task who will approve the policy.

Teaching Methodologies/Safe and Effective Practice

Ground Rules: (The Jigsaw Charter)

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding.

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Answering Questions:

RSE curriculum content will always be delivered in a non-judgemental, factual way allowing scope for pupils to ask questions publicly or anonymously. We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHEE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the Designated Safeguarding Lead in line with school policy.

Special Educational Needs and Disabilities (SEND)

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme/activities will be provided where necessary, to ensure that all pupils gain a full understanding. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Equal Opportunities

RSE will be provided to ensure equality of access for all pupils, regardless of gender, disability, race, religion or belief and other protected characteristics, so giving equal opportunities and avoiding discrimination in line with the Equalities Act 2010.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Recording and assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit (in their PHSEE reflection books). In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a

particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Resources

At Widford Lodge we use the Jigsaw Scheme of Work, which is accredited by the PSHE Association. Jigsaw is a comprehensive scheme of planning and resources, which is periodically updated to ensure it remains relevant and engaging to children and meets all statutory requirements of PSHE. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate. The use of resources outside the Jigsaw scheme will be in consultation with the PSHEE leader and resources will be selected to ensure they are consistent with the school's ethos and values, support our aims and objectives, and meet the needs of our pupils. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our curriculum for RSE
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Headteacher and the Designated Safeguarding Lead within the school, who will then deal with the matter in consultation with professionals as appropriate. (See also Safeguarding Policy).

We occasionally engage the expertise of other appropriate external visitors to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHEE leader and with the approval of the Headteacher. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external visitors are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns. Visitor safeguarding procedures including a checklist are followed in all cases.

Working with Parents/Carers and our School Community

Parents/carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that they are also the primary providers of RSE for their children and many children would prefer to receive information from their parents. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents by email at the start of Summer Term of the forthcoming RSE topics and invite parents' views on the teaching of RSE and take these into account when it is being reviewed
- Consult parents when updating our RSE policy
- Inform parents about the RSE programme as their child joins the school through the curriculum booklets for each year group that are published on Widford Lodge's website
- Invite parents to discuss their views and concerns about RSE on an informal basis
- Have our RSE policy published on our website and provided free to parents on request
- Use pupil voice to review and tailor our RSE programme to match the different needs of pupils and make sure the curriculum is being delivered in a child friendly manner
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme

- Answer any questions that parents may have about RSE for their child
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHEE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education in Form 6, other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents in Form 6 of the right to withdraw by letter in the first part of the Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHEE leader or the Headteacher who will explore any concerns and discuss resources being used. It is important for all parents to understand that the RSE sessions have been designed in line with Department of Education recommendations and with support from the PSHE Association to ensure that the content is sensitive, comprehensively planned and age-appropriate.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

Monitoring and Review

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required. Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE leader will gather staff views through regular staff meetings. Pupil voice exercises will also be used to inform reviews and updates to planning, resources and activities.

Appendix A - Curriculum for Sex Education

Appendix B - Coverage of puberty (Health Ed) and reproduction (Sex Ed) in “Changing Me” unit of PSHE

Appendix C - Curriculum for Health Education

Appendix D - Curriculum for Relationships Education

Appendix A – Curriculum for RSE (Jigsaw Scheme)

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.

Changing Me	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5 Reception	Know the names and functions of some parts of the body (see vocabulary list)	Can identify how they have changed from a baby	Which parts of your body do you know the same of?
	Know that we grow from baby to adult	Can say what might change for them they get older	Who can you talk to if you ever feel worried or frightened? (at school / at home)
	Know who to talk to if they are feeling worried	Recognise that changing class can illicit happy and/or sad emotions	Can you tell me about a time when you felt really happy?
	Know that sharing how they feel can help solve a worry	Can say how they feel about changing class/ growing up	
	Know that remembering happy times can help us move on	Can identify positive memories from the past year in school/ home	
	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.		
	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.		

Changing Me	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6 Form 1	Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change	Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class	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?
	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.		
	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.		

Changing Me	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7 Form 2	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	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	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?
	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.		
	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.		

Changing Me	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8 Form 3	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 of a female that happen during puberty	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	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?
	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 a female has a womb where the egg grows into a baby. 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. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.		
	Key Vocabulary Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Penis, Ovaries, Egg, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.		

Jigsaw lesson 2a and the beginning of 3.

Changing Me	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9 Form 4	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 seed/sperm joining with an egg/ovum Know how the female and male body start to 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	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	Which of your characteristics did you get from your birth parents? 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?
	In this Puzzle bodily changes at puberty are revisited with some additional vocabulary. (Particularly around menstruation for the girls, if needed before Form 5). 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. Sexual intercourse and the birth of the baby is not taught in this year group.		
	Key Vocabulary Personal, Unique, Characteristics, Parents, Sperm /seed, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Fertilise, Puberty, (Menstruation, Periods), Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.		

Changing Me	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10 Form 5	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 some of the changes on the inside that happen during puberty Know how a baby develops from conception through the nine months of pregnancy Know that becoming a teenager involves various changes and also brings growing responsibility	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 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	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? 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?
	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. 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. Children learn that having a baby is a personal choice. 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.		
	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, Erection, Urethra, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Embryo, Umbilical cord, IVF, Foetus, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.		

Changing Me	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11 Form 6	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 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	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 express how they feel about having a romantic relationship when they are an adult 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	Can we talk about the changes that will happen to your body over the next few years? How do you feel about these changes? Do you have any questions that you'd like to ask me about how babies are conceived? 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?
	In this Puzzle the class learn in more detail about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. Conception and sexual intercourse are introduced so the children understand that a baby is formed by the joining of an ovum and sperm. 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. 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.		
	Key Vocabulary 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 .		

Appendix B - coverage of puberty (Health Ed) and reproduction (Sex Ed) in “Changing Me” unit of PSHE

This unit is taught in the Summer term in all year groups. Please note Sex Ed lessons are kept entirely separate from Puberty lessons if any parents are exercising the right to withdraw their child from non-statutory Sex Ed in Form 6. Puberty forms part of statutory Health Ed and therefore cannot be opted out of.

Year Group	Form 3	Form 4	Form 5	Form 6
Health/Puberty coverage	Naming body parts including private parts. The NSPCC underwear rule. That growing up involves physical and emotional changes	Introduction to body changes in puberty for boys and girls. Girls’ body changes, menstruation (if needed before Form 5) Jigsaw lesson 2a and the beginning of 3 (only menstruation if needed and parents informed.)	Body changes in puberty to develop into an adult, for boys and girls. Separate single sex groups: (Girls only - menstruation mentioning that menstruation is part of your body changing as it gets ready to have babies, if you want to. Boys only –body hair, voice breaking, sweat and erections.)	Reminder of body changes in puberty for boys and girls (mixed group) plus: menstruation, erections, ejaculation, wet dreams.
Sex Ed coverage	That for a baby to grow, part comes from a woman (the mother) and part from a man (the father). No mention of where these come from or how they get to each other. That it is usually the female that has the baby and in mammals including humans, the baby grows inside the mother.	How a baby is made from a male seed and female egg/ovum. For a baby to be made, the “ingredients” needed are a sperm from the father, an egg from the mother, a mother’s womb to grow in. No detail on how this happens.	How babies grow in the womb after an egg is fertilized. ‘Kapow Primary’ used to show the different stages of development. That the sperm and egg can meet when a grown-up man and woman share an especially close and loving embrace that is an intimate, loving and very private part of a grown-up relationship. No detail on what this involves.	How conception occurs and how babies are born. ‘Kapow Primary’ used to contextualise this within a committed, loving adult relationship.

Appendix C - Curriculum for Health Education

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 Healthy Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	• Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers	• Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them	• Can you tell me which parts of the body you know the names for • What do we need to do to be healthy? • What food do we eat that is healthy? • What can you do to help yourself get to sleep? • What would you do if a stranger approached you? (discuss a few different locations, park, shop etc) • How does Jigsaw Jenie help you at school? • Shall we share a Calm Me time
	In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.		
	Key Vocabulary Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.		

Ages 5-6	• Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe	• Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy	• Can you give me an example of a healthy / unhealthy choice? • How do you feel when you make a healthy choice? • Can you tell me something that is special about you? • Can I tell you something I think is special about you? • What can you do when you feel poorly? • Can you talk about a time when you felt frightened? • Who can you ask for help when you feel frightened? • How does Jigsaw Jerrie Cat help you to pause in lessons?
	In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.		
	Key Vocabulary Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.		

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	• Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy	• Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends	• What does your body need to stay healthy? • What does relaxed mean? • What makes you feel relaxed / stressed? • What types of medicine have I given you? What are they for? • What healthy snack shall we make and eat together? • What snacks could you eat before exercise? • How can Calm Me time help you stay healthy?

In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.

Key Vocabulary

Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	• Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of	• Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do	• How does exercise affect your body? • What do your heart and lungs do? • What drugs do you know about? How do you feel about drugs? • Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these? • Can you tell me about a time when you felt unsafe? • Can we talk about how we keep each other safe in our family? • Can we share a Calm me time to feel peaceful together? • Shall we try an exercise session together?
	In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.		
	Key Vocabulary Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.		

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong	• Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive	• Who are your friends? How do they make you feel? • Which groups do you spend time with? How do you feel when you are with the different groups? • Can you tell me about a time when you were the leader / follower in the group? • How can smoking affect people's health? • How can drinking affect people's health? • What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? • How can you build your inner strength? • Does Calm me time help you feel stronger inside?
	In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.		
	Key Vocabulary Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.		

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	• Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure • Know what makes a healthy lifestyle	• Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy	• What are the risks of smoking / misusing alcohol? • What emergency procedures have you learnt? • How do you contact the police / ambulance service / fire department? • Why do some people have eating problems? • Can you tell me about a time when someone tried to make you do something you didn't want to? • What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? • What do you enjoy about how we try to keep healthy in our family? • Are there ways we could be healthier? • Does Calm Me time help you to stay calm?
	In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.		
	Key Vocabulary Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.		

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	• Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse	• Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure	• What can you do to keep yourself physically / mentally well? • What types of drugs do you know about? • What makes you feel stressed? • What helps you when you feel stressed? • Can we share a Calm me time together? • Does Calm Me time help you stay calm and manage stress? • Can you recognise when anyone in our family is stressed? • What can you do if someone is putting pressure on you? • Does Jigsaw Jerrie Cat factor in your lessons?
	In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.		
	Key Vocabulary Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.		

Appendix D - Curriculum for Relationships Education

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 Relationships Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	• Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry	• Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset	• Who is in your family? • What jobs do mummy / daddy do around the house? • Who are your friends? How do they make you feel? • What do you do if your friend makes you upset? • Can you tell me about a time when you felt angry – what happened to stop you from feeling angry? • How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?
	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.		
	Key Vocabulary Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.		

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	• Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community	• Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship	• Who is in our family? Do any of your friends have a family that is different? • What does 'being a good friend' mean? • Who are you good friends? • Who do you / don't you hug? • Who can you ask for help at school? (In the class, in the playground, in the hall) • Can we share a Calm Me time together? • Can we share what we both like best about our family, and what we are grateful for?
	Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.		
	Key Vocabulary Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.		

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	• Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is	• Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared	• What's the same / different from our family to your friend's family? • What would you do if someone was hurting you at school? • Who would you go to for help at school? • Why do people fall out with each other? • What can you do if you don't agree with your friend? • What can you do if you and your friend have had an argument? • Can we share what we are grateful for in our family? • How does Jigsaw Jo help in your Jigsaw lessons? • Can you explain to me what 'Mending Friendships' is about?
	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.		
	Key Vocabulary Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.		

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	• Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own	• Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	• What jobs do I / mummy / daddy do around the house? • What makes a good friend? • Can you tell me about a time when you were really good at sharing / taking turns / listening? • How can you stay safe online? What should our rules be? • What would you do if you saw or heard something online that made you feel worried? • What rights do children have? • How could we use the Solve-it-together technique at home?
In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-ittogether technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.			
Key Vocabulary Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	- Know some reasons why people feel jealousy - Know that jealousy can be damaging to relationships - Know that loss is a normal part of relationships - Know that negative feelings are a normal part of loss - Know that memories can support us when we lose a special person or animal - Know that change is a natural part of relationships/ friendship - Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	- Can identify feelings and emotions that accompany jealousy - Can suggest positive strategies for managing jealousy - Can identify people who are special to them and express why - Can identify the feelings and emotions that accompany loss - Can suggest strategies for managing loss - Can tell you about someone they no longer see - Can suggest ways to manage relationship changes including how to negotiate	- Can you tell me about a time when you felt jealous? Did it affect how you behaved? - Can we tell each other about the people we love? - Do you miss seeing anyone? - Who could we make a memory box for? - Have you ever fallen out with any of your friends? What happened? How did you resolve it? - Do you have any friends that you fall out with a lot? - How does Jigsaw Jaz help you learn about friendships? - Does Calm Me time help you stay calm?
	Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.		
	Key Vocabulary Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.		

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	• Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends	• Can suggest strategies for building selfesteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks	• What online games do you like to play? Who do you play them with? • Do you ever talk to people you don't know online? • How do you know if people you talk to online are really who they say they are? • What would you do if you saw or heard something online that made you feel uncomfortable? • How much screen time do you think you should have every day? • How shall we spend some special family time?
	Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.		
	Key Vocabulary Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.		

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	• Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family	• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being	• What is mindfulness? • What tips can you give me for taking care of my own mental health? • What is the grief cycle? Do you have any tips for dealing with grief? • Who do you talk to online? What would you do if they said something that you didn't like? • How do you know if a website is genuine?
	In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.		
	Key Vocabulary Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.		