

Abbey Academies Trust



Every Child Matters

DRAFT POLICY

For

Relationships and Sex Education

Reviewed

New policy September 2020	September 2023	
September 2021	New policy January 2024	
September 2022		

Every child matters within and loving and caring Christian environment

As a UNICEF Rights Respecting School this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.

Article 17: Every child has the right to accurate information.

Article 19: Every child has the right to be protected from harm and to be kept safe.

Article 29: Every child has the right to be the best they can.

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As an inclusive and caring church school, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.” **John Wesley**

Our school values and ethos are embedded in our three Rs. We:

Respect and take care of ourselves

Respect and take care of each other

Respect and take care of our environment and the world in which we live

Education for character is integral to the work of our school. There is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. We also describe this as ‘Rigour with Care’ and we all work together using ‘Lessons from the Geese.’

This is all embodied in our mission statement:

‘Striving for excellence whilst caring for all in a loving Christian environment.’

A Definition of Relationships, Sex and Health Education for Church Schools (Relationships, Sex and Health Education Policy Guidance – Diocese of Lincoln Board of Education 2019)

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSE in church schools, pupils will have the chance to reflect on core Christian teachings

about human beings and healthy relationships, including the belief that all are made in the image of God and are loved by God. They, therefore, learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”*

Statutory Requirements

As a primary church academy, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the Equality Act 2010 including the 9 protected characteristics. PSHE education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice within the expectations set out by government. RSE is an important part of PSHE Education. Relationships and Health education is compulsory to all primary school pupils, which also includes the elements of sex education contained within the Primary Science curriculum.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy relationships
- enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

The DfE guidance also states that Health Education is compulsory in all schools except independent schools. The primary focus of this is to teach children to keep themselves safe in the modern world.

In teaching RSE, we have adhered to the guidance issued by the secretary of state as outlined in [section 403 of the Education Act 1996](#).

Introduction

- Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation but be firmly rooted within the framework for PSHE.
- The objective of RSE is to help and support young people through their physical, emotional, spiritual, cultural and moral development. A successful programme, firmly embedded in the PSHE curriculum, will help young people learn to respect themselves and others, to empower them with a voice and move with confidence from childhood through adolescence into adulthood.
- Having been through a full consultation process with staff and governors, this policy reflects the consensus of opinion of the whole teaching staff, governing body and trustees.
- The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of KS1 and KS2 as well as the Foundation Stage
- It will be overseen by the CEO/Executive Headteacher/Head of School and the PSHE team

Effective RSE is best achieved through a whole school approach, within our school ethos. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. It is tailored to our children's needs, age and maturity to meet the statutory Relationships and Health Education requirements. It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)." Parents/carers are involved, staff are given appropriate training and support when required and all pupils' views are listened to.

Definitions

- Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.
- For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- **Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the National Curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of science. We also identify Statutory Health Education (the physical changes associated with puberty).
- As in the Character Education framework, **character** is considered a complex concept. Our academy shapes our wider provision for children through aspects such as:
 - the ability to remain motivated by long term goals.
 - the learning of positive moral attributes.
 - the acquisition of social confidence (including the ability to make points or arguments clearly).
 - an appreciation of the importance of long-term commitments.

The School Environment

Through our 3 Rs, we ensure the whole school environment reflects the values of everyone.

It will:

- ensure that displays use positive images and celebrate difference and diversity.
- ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- ensure that discriminatory behaviour is always challenged in any context.

RSE Curriculum

Our RSE curriculum, using the Jigsaw Programme, is aligned to:

- the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE).
- the Character Education Framework DfE guidance.
- keeping Children Safe in Education statutory guidance.
- promoting Fundamental British Values as part of SMSC in schools' guidance.
- statutory science curriculum content.

- SEND code of practice: 0 to 25 years (statutory guidance).
- PSHE Association Programmes of Study for PSHE.
- the Equality Act 2010.
- consultation with various stakeholders, including governors, staff, pupils and parents/carers and takes into account the context of the school and its pupils.

RSE is split into two core areas; relationships education and health education. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. These are:

- Families and people who care for me.
- Caring friendships and respectful relationships.
- Internet safety, safe online relationships and the risks of online relationships.
- Being safe.
- Mental wellbeing.
- Physical health and fitness, healthy eating.
- Risks to health, e.g. drugs, alcohol, tobacco.
- Health and prevention.
- Basic First Aid.
- Changing adolescent body (using correct anatomical terms from EYFS)

The Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, however some of the outcomes are taught elsewhere in Jigsaw e.g., emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter, alongside our Class Charters.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autum 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

Sex Education

The DfE Guidance 2019 (p.23 para 67) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23 para 65).

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

It is important to note teaching children about puberty is now a statutory requirement which sits in the 'Changing Adolescents Body' strand of the Health Education part of the DfE guidance. In Jigsaw, this is taught as part of the Changing Me Puzzle (unit). The mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and clearly identifies any non-statutory elements.

Statutory Science Curriculum Content

Early Years Foundation Stage (Reception) children learn in their Personal Development/ Health and Self-Care goal:

- to know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe (including exercise, eating, sleeping and hygiene).
- learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- to notice that animals, including humans, have offspring which grow into adults.
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- to identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- to describe the simple functions of the basic parts of the digestive system in humans.
- to identify the different types of teeth in humans and their simple functions.
- to describe the life process of reproduction in some plants and animals, including humans.
- to describe the changes, as humans develop to old age.
- to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- to describe the way nutrients and water are transported within animals, including humans.
- to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The Organisation of RSE

Jigsaw RSE Content/Delivery

As Abbey Academies Trust has moved from one set of resources to another, we have adapted the content to ensure that all the children are supported in their learning of this topic, and this has meant moving some content around from the recommended programme for the first year. The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle adapted for the first year of the Jigsaw Programme, taught in June/July 2024.

As with all curriculum areas in our school, teachers will be assessing the needs of the children in their class and ensuring that the teaching and learning is meeting the needs of the class.

Parental right to withdraw from Sex Education

Parents/carers have the right to request that their children be withdrawn from some or all of specifically identified sex education delivered as part of statutory Relationships and Sex Education. At the Abbey Academies Trust, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. Requests for withdrawal should be made in writing to the Executive Headteacher/Head of School. Parents/carers will be invited to talk through their concerns, review the materials used and explain the rationale. Withdrawing children from Sex Education remains a statutory right of a parent or legal guardian. However, it is important to consider the social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what is said in classes. This process is the same for pupils with SEND.

Term 6 2024- Jigsaw Changing Me- specific RSE learning intentions

- Black text- RSE specific learning linked to puberty, growing up and sex education
- Green text other lessons within the Changing Me unit to be taught

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Rec	Piece 1 My Body	<ul style="list-style-type: none"> name parts of their bodies.
	Piece 2 Respecting my body	identify some things I can do and foods I can eat to be healthy
	Piece 3 Growing up	<ul style="list-style-type: none"> understand that we all grow from babies to adults.
	Piece 4 Fun and Fears part 1	express how I feel about moving to Year 1
	Piece 5 Fun and Fears Part 2	talk about my worries and/or the things I am looking forward to about being in Year 1
	Piece 6 Celebration	share my memories of the best bits of this year in Reception
Year 1	Piece 1 Life Cycles	<ul style="list-style-type: none"> start to understand the life cycles of animals and humans. understand that changes happen as we grow and that this is OK.
	Piece 2 Changing Me	<ul style="list-style-type: none"> name some things about themselves that have changed and some things about themselves that have stayed the same.
	Piece 3 My Changing Body	<ul style="list-style-type: none"> can say how their body has changed since they were babies. understand that growing up is natural and that everybody grows at different rates.
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> use the correct names for parts of the body: penis, testicles, vagina, vulva, anus. identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva. respect their body and understand which parts are private.
	Piece 5 Learning and Growing	<ul style="list-style-type: none"> understand that every time I learn something new I change a little bit
	Piece 6 Coping with changes	<ul style="list-style-type: none"> tell you about changes that have happened in my life
Year 2	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> recognise cycles of life in nature. understand there are some changes that are outside their control and can recognise how they feel about this.
	Piece 2 Growing from Young to Old	<ul style="list-style-type: none"> tell you about the natural process of growing from young to old and understand that this is not in their control. identify people they respect who are older than them.
	Piece 3 Changing Me	<ul style="list-style-type: none"> recognise how their body has changed since they were a baby and where they are on the continuum from young to old.
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.

		<ul style="list-style-type: none"> • tell you what they like/don't like about being a boy/girl.
	Piece 5 Assertiveness	<ul style="list-style-type: none"> • understand there are different types of touch and can tell you which ones I like and don't like
	Piece 6 Looking Ahead	<ul style="list-style-type: none"> • identify what I am looking forward to when I move to my next class
Year 3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. • express how they feel when they see babies or baby animals.
	Piece 2 Babies	<ul style="list-style-type: none"> • understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. • express how they might feel if they had a new baby in their family.
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> • understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. • identify how boys' and girls' bodies change on the outside during this growing up process. • recognise how they feel about these changes happening to them and know how to cope with those feelings.
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> • identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (introduce sperm, ovaries, egg, ovum/ova, womb/uterus, vagina and period). • recognise how they feel about these changes happening to them and know how to cope with these feelings. <p>Note</p> <ul style="list-style-type: none"> • this lesson briefly introduces the term 'period' and explains what a period is in simple terms. • This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time. • Animation A (female) and E (male) ages 7-9
	Piece 5 Family stereotypes	<ul style="list-style-type: none"> • start to recognise stereotypical ideas I might have about parenting and family roles
	Piece 6 Looking ahead	<ul style="list-style-type: none"> • identify what I am looking forward to when I move to my next class
Year 4 These are Y3 puzzle pieces taught in Y4 for 2024 only	Piece 1 How Babies Grow	<ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. • express how they feel when they see babies or baby animals.
	Piece 2 Babies	<ul style="list-style-type: none"> • understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. • express how they might feel if they had a new baby in their family.
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> • understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. • identify how boys' and girls' bodies change on the outside during this growing up process. • recognise how they feel about these changes happening to them and know how to cope with those feelings.

	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (introduce sperm, ovaries, egg, ovum/ova, womb/uterus, vagina and period). recognise how they feel about these changes happening to them and know how to cope with these feelings. <p>Note</p> <ul style="list-style-type: none"> this lesson briefly introduces the term 'period' and explains what a period is in simple terms. This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time. Animation A (female) and E (male) ages 7-9
Year 4 puzzle piece Lessons	Piece 4 Circles of change	<ul style="list-style-type: none"> I know how the circle of change works and can apply it to changes I want to make in my life
	Piece 5 Accepting change	<ul style="list-style-type: none"> identify changes that have been and may continue to be outside of my control that I learnt to accept
	Piece 6 Looking ahead	<ul style="list-style-type: none"> identify what I am looking forward to when I move to a new class
Year 5 These are Y3 puzzle pieces taught in Y5 for 2024	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. identify how boys' and girls' bodies change on the outside during this growing up process. recognise how they feel about these changes happening to them and know how to cope with those feelings.
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (introduce sperm, ovaries, egg, ovum/ova, womb/uterus, vagina and period). <p>Note:</p> <ul style="list-style-type: none"> this lesson briefly introduces the term 'period' and explains what a period is in simple terms. This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time. <p>Animation A (female) and E (male) ages 7-9</p> <ul style="list-style-type: none"> recognise how they feel about these changes happening to them and know how to cope with these feelings.
Year 5 These are Y4 puzzle pieces taught in Y5 for	Piece 2 Having a Baby	<ul style="list-style-type: none"> correctly label the internal and external parts of male and female bodies that are necessary for making a baby. understand that having a baby is a personal choice and can express how they feel about having children when they are adults. <p>Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes 'an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.'</p>

		<p>This is classified as a Sex Education lesson outside of the Statutory Health Education elements so the option is available to withdraw your child from this lesson should you choose to do so.</p> <p>Animation A (female) ages 7-9</p>
	Piece 3 Puberty and Menstruation	<ul style="list-style-type: none"> describe how a girl's body changes in order for her to be able to have babies. when she is an adult, and that menstruation (having periods) is a natural part of this. have strategies to help themselves cope with the physical and emotional changes they will experience during puberty. Animation A (female) ages 7-9 <p>Note – teachers will also recap the puberty learning for both girls and boys from year 3 content and revisit some of the if required.</p>
Y5 puzzle pieces	Piece 1 Self and body image	<ul style="list-style-type: none"> aware of my own self-image and how my body image fits into that.
	Piece 6 Looking Ahead 2	<ul style="list-style-type: none"> identify what I am looking forward to when I move to my next class.
Year 6 These are Y5 puzzle pieces taught in Y6 for 2024 only	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> explain how a girl's body changes during puberty and why these changes occur. understand the importance of looking after themselves physically and emotionally. understand that puberty is a natural process that happens to everybody and that it will be ok for them. <p>Note: this lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans.</p> <p>Animation C (female) ages 9-11</p> <p>Animation H male ages 9-11</p>
	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> describe how boys' and girls' bodies change during puberty and why these changes occur. express how they feel about the changes that will happen to them during puberty. <p>This lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans.</p> <p>Animation C (female) ages 9-11</p> <p>Animation H male ages 9-11</p>
	Piece 4 Conception	<ul style="list-style-type: none"> understand that sexual intercourse can lead to conception and that is how babies are usually made. understand that sometimes people need IVF to help them have a baby. appreciate how amazing it is that human bodies can reproduce in these ways. <p>Animation C (female) ages 9-11</p> <p>Animation H male ages 9-11</p> <p>This is classified as a Sex Education lesson outside of the Statutory Health Education elements so the option is available to withdraw your child from this lesson should you choose to do so.</p>

Year 6	Piece 1 My Self Image	<ul style="list-style-type: none"> • aware of my own self-image and how my body image fits into that
	Piece 2 Puberty	<ul style="list-style-type: none"> • explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. • express how they feel about the changes that will happen to them during puberty. <p>Animation C (female) ages 9-11 Animation H male ages 9-11</p>
	Piece 3 Babies: Conception to Birth	<ul style="list-style-type: none"> • describe how a baby develops from conception through the nine months of pregnancy, and how it is born (introduce caesarean birth). • recognise how they feel when they reflect on the development and birth of a baby. <p>Animation C (female) ages 9-11 Animation H male ages 9-11</p> <p>This is classified as a Sex Education lesson outside of the Statutory Health Education elements so the option is available to withdraw your child from this lesson should you choose to do so.</p>
	Piece 4 Boyfriends and Girlfriends	<ul style="list-style-type: none"> • understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. • understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that they should not feel pressured into doing something they don't want to.
	Piece 5 Real Self and ideal self	<ul style="list-style-type: none"> • aware of the importance of a positive self-esteem and what I can do to develop it

- Black text- RSE specific learning linked to puberty, growing up and sex education
- Green text other lessons within the Changing Me unit to be taught

Year group	Piece Number and Name	Learning Intentions 'Pupils will be able to'
Rec	Piece 1 My Body	<ul style="list-style-type: none"> name parts of their bodies.
	Piece 2 Respecting my body	<ul style="list-style-type: none"> identify some things I can do and foods I can eat to be healthy
	Piece 3 Growing up	<ul style="list-style-type: none"> understand that we all grow from babies to adults.
	Piece 4 Fun and Fears part 1	<ul style="list-style-type: none"> express how I feel about moving to Year 1
	Piece 5 Fun and Fears Part 2	<ul style="list-style-type: none"> talk about my worries and/or the things I am looking forward to about being in Year 1
	Piece 6 Celebration	<ul style="list-style-type: none"> share my memories of the best bits of this year in Reception
Year 1	Piece 1 Life Cycles	<ul style="list-style-type: none"> start to understand the life cycles of animals and humans. understand that changes happen as we grow and that this is OK.
	Piece 2 Changing Me	<ul style="list-style-type: none"> tell you some things about them that have changed and some things about them that have stayed the same. know that changes are OK.
	Piece 3 My Changing Body	<ul style="list-style-type: none"> tell you how their body has changed since they were a baby. understand that growing up is natural and that everybody grows at different rates.
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> use the correct names for parts of the body: penis, testicles, vagina, vulva, anus. identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva. respect their body and understand which parts are private.
	Piece 5 Learning and Growing	<ul style="list-style-type: none"> understand that every time I learn something new I change a little bit
	Piece 6 Coping with changes	<ul style="list-style-type: none"> tell you about changes that have happened in my life
Year 2	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> recognise cycles of life in nature. understand there are some changes that are outside their control and can recognise how they feel about this.
	Piece 2 Growing from Young to Old	<ul style="list-style-type: none"> tell you about the natural process of growing from young to old and understand that this is not in their control. identify people they respect who are older than them.
	Piece 3 The Changing Me	<ul style="list-style-type: none"> can recognise how their body has changed since they were a baby and where they are on the continuum from young to old. feel proud about becoming more independent.
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles,

		<p>vulva, anus, breast, nipples) and appreciate that some parts of the body are private.</p> <ul style="list-style-type: none"> • tell you what they like/don't like about being a boy/girl.
	Piece 5 Assertiveness	<ul style="list-style-type: none"> • understand there are different types of touch and can tell you which ones I like and don't like
	Piece 6 Looking Ahead	<ul style="list-style-type: none"> • identify what I am looking forward to when I move to my next class
Year 3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby. • express how they feel when they see babies or baby animals.
	Piece 2 Babies	<ul style="list-style-type: none"> • understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb). • express how they might feel if they had a new baby in their family.
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> • understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. • identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty).
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> • identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, ovum/ ova, womb/uterus, vagina and period). • recognise how they feel about these changes happening to them and know how to cope with these feelings. <p>Animation A (female) and E (male) ages 7-9</p> <p>Note</p> <ul style="list-style-type: none"> • this lesson briefly introduces the term 'period' and explains what a period is in simple terms. • This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.
	Piece 5 Family stereotypes	<ul style="list-style-type: none"> • start to recognise stereotypical ideas I might have about parenting and family roles
	Piece 6 Looking ahead	<ul style="list-style-type: none"> • identify what I am looking forward to when I move to my next class
Year 4	Piece 1 Unique Me	<ul style="list-style-type: none"> • understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm. • appreciate that they are a truly unique human being.
	Piece 2 Having A Baby	<ul style="list-style-type: none"> • correctly label the internal and external parts of male and female bodies that are necessary for making a baby and explain in simple terms how this happens. • understand that having a baby is a personal choice and express how they feel about having children when they are adults.

		<p>Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes ‘an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.’</p> <p>Animation A (female) ages 7-9</p> <p>This is classified as a Sex Education lesson outside of the Statutory Health Education elements so the option is available to withdraw your child from this lesson should you choose to do so.</p>
	Piece 3 Puberty and Menstruation	<ul style="list-style-type: none"> describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. have strategies to help them cope with the physical and emotional changes they will experience during puberty. <p>Animation A (female) ages 7-9 E (male) ages 7-9</p> <p>Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</p>
	Piece 4 Circles of change	<ul style="list-style-type: none"> I know how the circle of change works and can apply it to changes I want to make in my life
	Piece 5 Accepting change	<ul style="list-style-type: none"> identify changes that have been and may continue to be outside of my control that I learnt to accept
	Piece 6 Looking ahead	<ul style="list-style-type: none"> identify what I am looking forward to when I move to a new class
Year 5	Piece 1 Self and body image	<ul style="list-style-type: none"> aware of my own self-image and how my body image fits into that.
	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> explain how girls’ bodies change during puberty and why. Understand the importance of looking after themselves physically and emotionally. understand that puberty is a natural process that happens to everybody and that it will be OK for them. <p>This lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans.</p> <p>Animation C (female) ages 9-11</p>
	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> describe how boys’ and girls’ bodies change during puberty and why. express how they feel about the changes that will happen to them during puberty. <p>This lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans.</p> <p>Animation H male ages 9-11</p>
	Piece 4 Conception	<ul style="list-style-type: none"> understand that sexual intercourse can lead to conception and that is how babies are usually made. Also understand that sometimes people need IVF to help them have a baby. appreciate how amazing it is that human bodies can reproduce in these ways. <p>This is classified as a Sex Education lesson outside of the Statutory Health Education elements so the option is available to withdraw your child from this lesson should you choose to do so.</p> <p>Animation C (female) ages 9-11</p> <p>Animation H male ages 9-11</p>

	Piece 5 Looking Ahead 1	<ul style="list-style-type: none"> identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
	Piece 6 Looking Ahead 2	<ul style="list-style-type: none"> identify what I am looking forward to when I move to my next class.
Year 6 These are Y5 puzzle pieces taught in Y6 for 2025 only	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> explain how girls' bodies change during puberty and why these changes occur. Understand the importance of looking after themselves physically and emotionally. understand that puberty is a natural process that happens to everybody and that it will be OK for them. <p>This lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans. Animation C (female) ages 9-11</p>
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Year 6	Piece 1 My Self Image	<ul style="list-style-type: none"> aware of my own self-image and how my body image fits into that
	Piece 2 Puberty	<ul style="list-style-type: none"> explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. express how they feel about the changes that will happen to them during puberty. <p>This lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans. Animation C (female) ages 9-11 Animation H male ages 9-11</p>
	Piece 3 Babies – Conception to Birth	<ul style="list-style-type: none"> describe how a baby develops from conception through the nine months of pregnancy, and how it is born. recognise how they feel when they reflect on the development and birth of a baby. <p>Animation C (female) ages 9-11 Animation H male ages 9-11 This is classified as a Sex Education lesson outside of the Statutory Health Education elements so the option is available to withdraw your child from this lesson should you choose to do so.</p>
	Piece 4 Attraction	<ul style="list-style-type: none"> understand how being physically attracted to someone changes the nature of the relationship. express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this.
	Piece 5 Real Self and ideal self	<ul style="list-style-type: none"> aware of the importance of a positive self-esteem and what I can do to develop it
	Piece 6 The Year Ahead	<ul style="list-style-type: none"> identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

Term 6 2026- Jigsaw Changing Me- specific RSE learning intentions

Year group	Piece Number and Name	Learning Intentions 'Pupils will be able to'
Rec	Piece 1 My Body	<ul style="list-style-type: none"> name parts of their bodies.
	Piece 2 Respecting my body	<ul style="list-style-type: none"> identify some things I can do and foods I can eat to be healthy
	Piece 3 Growing up	<ul style="list-style-type: none"> understand that we all grow from babies to adults.
	Piece 4 Fun and Fears part 1	<ul style="list-style-type: none"> express how I feel about moving to Year 1
	Piece 5 Fun and Fears Part 2	<ul style="list-style-type: none"> talk about my worries and/or the things I am looking forward to about being in Year 1
	Piece 6 Celebration	<ul style="list-style-type: none"> share my memories of the best bits of this year in Reception
Year 1	Piece 1 Life Cycles	<ul style="list-style-type: none"> start to understand the life cycles of animals and humans. understand that changes happen as we grow and that this is OK.
	Piece 2 Changing Me	<ul style="list-style-type: none"> tell you some things about them that have changed and some things about them that have stayed the same. know that changes are OK.
	Piece 3 My Changing Body	<ul style="list-style-type: none"> tell you how their body has changed since they were a baby. understand that growing up is natural and that everybody grows at different rates.
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> use the correct names for parts of the body: penis, testicles, vagina, vulva, anus. identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva. respect my body and understand which parts are private.
	Piece 5 Learning and Growing	<ul style="list-style-type: none"> understand that every time I learn something new I change a little bit
	Piece 6 Coping with changes	<ul style="list-style-type: none"> tell you about changes that have happened in my life
Year 2	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> recognise cycles of life in nature. understand there are some changes that are outside their control and can recognise how they feel about this.
	Piece 2 Growing from Young to Old	<ul style="list-style-type: none"> tell you about the natural process of growing from young to old and understand that this is not in their control. identify people they respect who are older than them.
	Piece 3 The Changing Me	<ul style="list-style-type: none"> can recognise how their body has changed since they were a baby and where they are on the continuum from young to old. feel proud about becoming more independent.
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private. tell you what they like/don't like about being a boy/girl.

	Piece 5 Assertiveness	<ul style="list-style-type: none"> understand there are different types of touch and can tell you which ones I like and don't like
	Piece 6 Looking Ahead	<ul style="list-style-type: none"> identify what I am looking forward to when I move to my next class
Year 3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby. express how they feel when they see babies or baby animals.
	Piece 2 Babies	<ul style="list-style-type: none"> understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (new vocab – uterus /womb). express how they might feel if they had a new baby in their family.
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty).
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- Within the school, all class teachers are responsible for delivering RSE through the Jigsaw Programme and will be supported by the PSHE team.
- The RSE curriculum will be delivered through PSHE, assemblies, science, circle time, and with outside visitors where appropriate.
- Teaching will be in whole class, mixed gender groups, except for when it is deemed appropriate to have single gender group discussions in addition to the statutory content.
- Teaching strategies will include: establishing ground rules with pupils; using distancing techniques (e.g. role play, videos); knowing how to deal with unexpected questions or comments from pupils; encouraging reflection.

- Pupils will be able to ask anonymous questions via a question box, as stated in the RSE statutory guidance.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are, due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Staff are aware that questions may arise that are not part of the content taught. Staff will make an informed decision as to whether to address this question with an individual, with a group or a class in the most appropriate way. Staff will inform parents/carers as required. Staff may also seek advice from outside agencies. All staff can seek advice from the PSHE and Safeguarding team.

Materials used will be in accordance with the Jigsaw programme, PSHE framework and the law. The school will ensure that pupils are protected from teaching materials which are inappropriate; regard will be taken to the age and cultural background of all pupils.

Assessment and Monitoring Arrangements

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

Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team and the PSHE team through book scrutinies, learning walks, lesson observations and staff/pupil interviews.

Complaints Procedure

Any complaints or concerns about the RSE curriculum should be made to the class teacher in the first instance who will inform the Senior Leadership Team. Parents/carers can follow the Abbey Academies Trust Complaint procedure if they feel an issue or concern is not resolved.

Specific Issues

- Parents/carers are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The school will endeavour to work in partnership with parents/carers in order that the RSE programme will complement and support their role as parents and carers.
- Teachers have a responsibility to ensure the safety and welfare of pupils, and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.
- All parents/carers have the right to see the resources and materials that will be used in delivering the RSE curriculum and have the opportunity to discuss the content of what will be taught. For certain aspects of RSE, parents/carers will be invited into school prior to the topic to view materials being used. Upon request, parents/carer may receive access to the full program of study for the relevant year group.
- If safeguarding issues are suspected, teachers will follow usual safeguarding procedures.
- Delivery of RSE will work more effectively if the school works in partnership with parents/carers and others in the wider community, using visitors where appropriate.
- Pupils with special needs will receive RSE. Teachers may find they need to adapt and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties. This will be discussed with individual parents/carers.

Links to other policies and documents:

- Anti-Extremism and Anti-Radicalisation Policy
- Assessment Policy
- Behaviour and Bullying Policy
- Character Education Policy Statement
- Child Protection Safeguarding Policy
- Confidentiality Policy
- Drugs Education Policy
- Equality Policy
- E-Safety Policy
- Health and Wellbeing
- ICT Safeguarding
- RE Curriculum
- Science Curriculum
- PSHE Overview
- E-Safety Curriculum
- Child-on-child Abuse
- Promoting Fundamental British Values
- Pastoral Care Policy
- PSHE and Citizenship Statement
- RE Policy
- SMSC Policy
- Special Needs and Inclusion Policy
- Teaching, Learning and Curriculum Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- PSHE Association Guidance and Framework

Consultation with parents/carers – March 2024

This policy was approved by the Board of Trustees on

Date of review: September 24