

Relationships, Sex and Health Education Policy

Document Control	
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Amendments	July 2025: The DfE published updated guidance for relationships, sex and health education (RSHE). This policy has been updated in line with the new guidance.
Related Policies/ Guidance	School Admissions Code 2021 School Admission Appeals Code School Standards and Framework Act 1998.
Author	Chief Executive Officer and School PSHE Leads Learning Circle
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1. Introduction – a definition

The teaching of Relationships and Health Education is statutory in primary schools. The science National Curriculum details the elements of Sex Education that must be delivered to primary pupils. Additional curriculum relating to sex education is non-statutory. See **APPENDIX 1** for details of all statutory curriculum coverage.

For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

2. Statement of Intent/Aims:

At the CLIC Trust, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, developmentally appropriate and evidence-based Relationships, Sex and Health Education curriculum for all our pupils. This policy sets out the framework for our Relationships, Sex and Health Education curriculum, providing clarity on how it is informed, organised and delivered.

There are three main elements to our RSHE programme:

- Knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

The aims of Relationships, Sex and Health Education (RSHE) at our CLIC schools are to:

- provide information which is relevant and appropriate to the age and maturity of the pupils;
- encourage the exploration and clarification of values and the development of positive attitudes;
- empower, enable and encourage young people to make informed decisions about their own personal relationships;
- enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future;
- include the on-going development of communication and social skills;
- teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others;
- encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way;
- equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty;
- prepare children and young people for the physical and emotional changes of puberty and the transition into adulthood.

3. Ethos and Values

Through RSHE, the schools in the CLIC Trust are working towards the promotion of spiritual, moral, cultural, mental and physical development of the child and aim to ensure that their health and well-being is maintained. The RSHE Curriculum at CLIC will reflect the values of our schools, support the PSHE curriculum and will be delivered by trained and confident educators and may also involve the Healthy Schools Specialist on RSHE or a School Nurse. Every pupil should receive their full entitlement to RSHE regardless of their gender, race, ethnicity, faith or sexual orientation (collectively known as the protected characteristics). Our curriculum will encourage children to explore faith, cultural perspectives and sexuality in a respectful way. Parents and carers are key for their child's learning about relationships, sex and health and our schools will always work in partnership with home. We are dedicated to ensuring our curriculum meets the needs of the whole-school community at each CLIC school, and is compliant with our statutory obligations.

4. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- [\[Regulations\]](#) The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025
- Equality Act 2010
- [\[Statutory Guidance\]](#) DfE (2025) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- Online Safety Act 2025
- Domestic Abuse Act 2021
- Age of Marriage Act 2023

This policy operates in conjunction with other school policies.

As a Trust of primary academy schools, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum. In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

5. RSHE Curriculum Organisation

The school's in the CLIC Trust teach the RSHE content for Years 1-6 using materials from the Jigsaw PSHE (Personal, Social, Health and Economic education) scheme of learning. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study. The overview of the RSHE content for each year group can be found in **APPENDIX 2**.

The content covers all of the statutory requirements for RSHE, including that required as part of the National Curriculum for Science.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

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

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Term	Puzzle (Unit)	Content
Autumn 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

It is appropriate to teach pupils about LGBT (Lesbian, Gay, Bisexual, Transgender) and we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. All teaching and materials are appropriate for the contextual circumstances of the pupils, their backgrounds, their developmental stages (and any additional needs, such as SEND) and provide challenge.

The schools seek opportunities to draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible to enhance pupils' learning, particularly:

Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

PSHE – pupils learn about respect and difference, values and characteristics of individuals.

6. The Right to Withdraw

Relationships and health education are statutory at primary and parents/carers **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents/carers have the right to request to withdraw their child from all or part of the sex education curriculum. To enable parents/carers to make an informed decision, the school will always provide a minimum of one-month notice prior to teaching any of the sex education curriculum and will provide an overview of the content, for parents/carers to review prior to teaching. Parents/carers can then choose which (if any) lessons they wish to withdraw their child from. The Headteacher will automatically grant withdrawal requests, however, the Headteacher will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education, however the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

At the CLIC Trust schools, 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/carers of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 5, Lesson 3 (Conception)

Year 6, Lesson 4 (Conception, birth)

The 'Changing Me' materials and resources that will be used in the school's RSHE Programme are available for parents/carers to see in school. A request must be made to the Headteacher who will give parents/carers the opportunity to review the resources.

7. Monitoring, Assessing and Reviewing

To ensure the curriculum content and teaching is effective, the delivery is assessed and evaluated in the classroom. Evaluation of RSHE is carried out via surveys, discussions, assessment or curriculum assessment tasks and attainment descriptors will be used through the delivery of the jigsaw curriculum to measure pupil progress.

RSHE is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for all pupils.

This policy will be reviewed on an annual basis by the RSHE Leaders Working Group and the Trust CEO. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or pupils, and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils. The Board of Trustees is responsible for approving this policy.

8. Implementation

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. They will endeavour to answer pupils' questions sensitively, honestly and appropriate to the pupil's context and developmental stage.

All classrooms will have a means through which children can anonymously post any questions that arise from their RSHE sessions (for example, putting questions into an 'ask it basket'). Children will be guided to ask all questions in this way, to enable the teacher to review the questions and ensure that they are appropriate before discussing them in front of the whole class; this is to make sure that no questions are asked 'live' that would be inappropriate for the age and developmental stage of the pupils. If a teacher doesn't know the answer, this should be acknowledged and if a question is too explicit, is age inappropriate for the pupil or the whole class, then the child would be advised that they will cover this content in later years or may be guided to speak to their parent/carer. The teacher will liaise with the parent/carer(s) if a child has asked a question that could not be answered in class, to discuss the best course of action.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work and will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

9. Child Protection/Confidentiality

The Relationship, Sex and Health Education curriculum (including content taught in RSHE, PSHE and IT) teaches pupils what is and is not acceptable in a relationship; this increased understanding may lead to disclosure of a child protection issue. All staff members will follow the school's procedures and policy for Child Protection/Safeguarding. Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

10. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies.

APPENDIX 1: STATUTORY CURRICULUM CONTENT

The content detailed in Appendix 1 is statutory, therefore parents/carers do not have the right to withdraw their children from this teaching.

The statutory curriculum content for Relationships Education is as follows:

By the end of primary school:

Families and people who care for me	Pupils should know: • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful relationships	Pupils should know: • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

	• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
Online systems and awareness	Pupils should know: • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	Pupils should know:

	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
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The statutory curriculum content for **Health Education** (Physical Health and Mental Well-being) is as follows:

By the end of primary school:

General wellbeing	Pupils should know: • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Wellbeing online	Pupils should know: • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle; • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise; • the risks associated with an inactive lifestyle (including obesity); • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know: • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	Pupils should know: • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection	Pupils should know:

and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body; • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer; • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn; • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist; • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; • the facts and science relating to allergies, immunisation and vaccination.
Personal Safety	Pupils should know: • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary; • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Developing bodies	Pupils should know: • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The statutory curriculum content for Science (relating to Relationships, Sex and Health Education) is as follows:

By the end of Key Stage 1

Children should learn to:

- identify, name, draw and label the basic parts of the human body and animals and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- children should recognise similarities

By the end of Key Stage 2

Children should learn to:

- describe the changes as humans develop to old age

- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- know about the main stages of the human life cycle, including puberty

There are other relevant sections, which could create opportunity to discuss relationships and sex education further.:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

APPENDIX 2: CLIC RSHE CURRICULUM OVERVIEWS (JIGSAW)

Jigsaw Unit 4 – Healthy Me:

Year 1

- **Being healthy**
I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
- **Healthy choices**
I know how to make healthy lifestyle choices
- **Clean and healthy**
I know how to keep myself clean and healthy, and understand how germs cause disease/ Illness. I know that all household products including medicines can be harmful if not used properly
- **Medicine safety**
I understand that medicines can help me if I feel poorly and I know how to use them safely
- **Road safety**
I know how to keep safe when crossing the road, and about people who can help me to stay safe
- **Happy, healthy me**
I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

Year 2

- **Healthy Eating**
I can sort foods into the correct food groups and know which foods my body needs to keep healthy
 - **Healthy Eating**
I can make some healthy snacks and explain why they are good for my body and give me energy
 - **Keeping Safe at Home**
I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe
 - **Safe outside**
I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me
 - **Medicine Safety**
I understand how medicines work in my body and how important it is to use them safely
 - **Happy, Healthy Me!**
I can explain how to keep my body healthy and safe at home and when I'm out
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Year 3

- **Being fit and healthy**
I understand how exercise affects my body and know why my heart and lungs are such important organs
- **Being fit and healthy**
I understand how exercise affects my body and know why my heart and lungs are such important organs
- **What do I know about drugs?**
I can tell you my knowledge and attitude towards drugs
- **Being safe**
I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help
- **Safe or Unsafe**
I can identify when something feels safe or unsafe
- **My amazing body**
I understand how complex my body is and how important it is to take care of it

Year 4

- **My friends and me**
I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- **Staying safe with my friends**
I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help
- **Smoking and vaping**
I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape
- **Alcohol**
I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- **Healthy friendships**
I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- **Celebrating my inner strength and assertiveness**
I know myself well enough to have a clear picture of what I believe is right and wrong

Year 5

- **Smoking and vaping**
know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body
 - **Alcohol**
I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
 - **Emergency aid**
I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
 - **Body image**
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- I understand how the media, social media and celebrity culture promotes certain body types
- **My relationship with food**
I can describe the different attitudes people have to food and how these can be affected by external influences
- **Healthy me**
I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

Year 6

- **Taking responsibility for my health and well-being**
I can take responsibility for my health and make choices that benefit my health and well-being
- **Drugs**
I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- **Exploitation**
I understand that some people can be exploited and made to do things that are against the law
- **Gangs**
I know why some people join gangs and the risks this involves
- **Emotional and mental health**
I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- **Managing stress and Pressure**
I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse

Jigsaw Unit 5 – Relationships

Year 1

- **Families**
I can identify the members of my family and understand that there are lots of different types of families
- **Making friends**
I can identify what being a good friend means to me
- **Greetings**
I know appropriate ways of physical contact to greet my friends and know which ways I prefer
- **People who help us**
I know who can help me in my school community
- **Being my own best friend**
I can recognise my qualities as person and a friend
- **Celebrating my special relationships**
I can tell you why I appreciate someone who is special to me

Year 2

- **Families**
I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
 - **Keeping safe, exploring physical contact**
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I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not

- **Friends and conflicts**

I can identify some of the things that cause conflict with my friends

- **Secrets**

I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret

- **Trust and appreciation**

I recognise and appreciate people who can help me in my family, my school and my community

- **Celebrating my special relationships**

I can express my appreciation for the people in my special relationships

Year 3

- **Family roles and responsibilities**

I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females

- **Friendship**

I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener

- **Global Connections and Thinking Critically**

I know and can use some strategies for keeping myself safe online

- **Rights, Needs and Wellbeing**

I understand how people around the world help and influence my life and that media doesn't always show complete information

- **Being a Global Citizen**

I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes

- **Celebrating my web of relationships**

I know how to express my appreciation to my friends and family

Year 4

- **Jealousy**

I can recognise situations which can cause jealousy in relationships

- **Love and loss**

I can identify someone I love and can express why they are special to me

- **Memories**

I can tell you about someone I know that I no longer see

- **Getting on and Falling Out**

I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends

- **Girlfriends and Boyfriends**

I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older

- **Celebrating my relationships with people and animals**

I know how to show love and appreciation to the people and animals who are special to me

Year 5

- **Recognising me**

I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities

- **Safety with Online Communities**

I understand that belonging to an online community can have positive and negative consequences

- **Being in an Online Community**

I understand there are rights and responsibilities in an online community or social network

- **Online Gaming**

I know there are rights and responsibilities when playing an online game

- **My Relationship with technology**

I can recognise when I am spending too much time using devices (screen time)

- **Using Technology Responsibly**

I can explain how to stay safe when using technology to communicate with my friends I understand

I have rights about my personal data

Year 6

- **What is Mental Health**

I know that it is important to take care of my mental health

- **My Mental Health**

I know how to take care of my mental health

- **Love and Loss**

I understand there are different stages of grief and that there are different types of loss that cause people to grieve

- **Power and control**

I can recognise when people are trying to gain power or control

- **Being Online: Real or Fake? Safe or Unsafe?**

I can judge whether something online is safe and helpful to me

- **Using Technology Responsibly**

I can use technology positively and safely to communicate with my friends and family

Jigsaw Unit 6 – Changing Me

Year 1

- **Life cycles**

I am starting to understand the life cycles of animals and humans

- **Changing me**

I can tell you some things about me that have changed and some things about me that have stayed the same

- **My changing body**

I can tell you how my body has changed since I was a baby

- **Boys and Girls bodies**

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, vagina.

- **Learning and Growing**

I understand that every time I learn something new, I change a little bit

Year 2

- **Life cycles in nature**

I can recognise cycles of life in nature.

- **Growing from old to young**

I can tell you about the natural process of growing from young to old and understand that this is not in my control

- **The changing me**

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

- **Boys' and girls' bodies**

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, vagina) and appreciate that some parts of my body are private

- **Learning and Growing**

I understand that every time I learn something new, I change a little bit

- **Coping with changes**

I can tell you about changes that have happened in my life

Year 3

- **How babies grow**

I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby

- **Keeping Ourselves Clean**

I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy. I know some simple ways of keeping clean which can keep me healthy and protect me from some infections

- **Family Stereotypes**

I can start to recognise stereotypical ideas I might have about parenting and family roles

- **Looking Forward**

I can identify what I am looking forward to when I move to my next class

Year 4

- **Unique Me**

I understand that lots of things make up a person's identity and this is what makes them unique

- **Outside Body Changes (MOVED FROM Y3 Optional)**

I can 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

- **Puberty and Menstruation (May be taught in separate gender groups)**

I can describe how a girls' 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

- **Being Part of a Family**

I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through changes

- **Circles of change**

I know how the circle of change works and can apply it to changes I want to make in my life

- **Accepting change**

I can identify changes that have been and may continue to be outside of my control that I learnt to accept

- **Looking ahead**

I can identify what I am looking forward to when I move to a new class.

Year 5

- **Self- image and Body- image**

I am aware of my own self-image and how my body image fits into that

- **Girls and puberty**

I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally (*content taught to girls and boys but taught separately*)

- **Puberty for boys**

I can describe how boys' and girls' bodies change during puberty (*content taught to girls and boys but taught separately*)

- **Conception. (Non-Statutory Content)**

I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby

- **Looking ahead 1**

I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities

- **Looking ahead 2**

I can identify what I am looking forward to when I move to my next class.

Year 6

- **My self-image**

I am aware of my own self-image and how my body image fits into that

- **Puberty**

I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally

- **Babies Conception to Birth. (Non-Statutory Content)**

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

- **Boyfriends and Girlfriends**

I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. Understand and respect the changes that they see in other people.

- **Adolescent Friendships (alternative to Boyfriends and Girlfriends lesson)**

I know myself well enough to maintain positive relationships with others whilst still keeping my own identity

- **Real self and Ideal self**

I am aware of the importance of a positive self-esteem and what I can do to develop it

- **The Year Ahead**

I can identify what I am looking forward to when I move to my next class
