



Tealby Primary School

Relationships, Health and Sex Education (R.S.H.E) Policy

Approved by Governors	Autumn 2022
Date for Review	September 2023
Signed - Chair of Governors	Rebecca Blackwood
Signed - Headteacher	Zoe Humberstone

Context

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

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

PSHE

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

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

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

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be found online.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide us with materials to ensure all statutory duties are fulfilled.

Statutory Relationships and Health Education

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

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” “This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

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

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

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

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

DfE Guidance p.8

Tealby Primary School values PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs.

The mapping document: Jigsaw 4-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Aim of the PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and

cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

PSHE Objectives:

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Our PSHE policy is informed by existing DfE guidance:

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

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach 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.

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

At Tealby School, we allocate a minimum of one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Definition

Sex and Relationship Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at Tealby, we ensure that any sex education programme designed and implemented, is age appropriate and is tailored

to the physical and emotional maturity of the pupils, and is aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (i.e. puberty education)

Key Objectives

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

The Curriculum:

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum will ensure coverage of the following core elements:

1. Knowledge and Understanding

2. Personal and Social Skills

3. Attitudes and Values

Aspects of Coverage/ Concepts

The following aspects and concepts will be covered within the RSHE guidance published in June 2019.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

Sex Education

In addition to Relationships and Health Education, sex education is taught across the whole school in an age appropriate manner.

Parents are able to withdraw their child from this learning if they choose to - (see 'Parents' section below).

Implementation:

We deliver our RSHE curriculum through a range of approaches.

These include:

Our school ethos and values
Assemblies

A weekly PSHE lesson through our Jigsaw Programme

Science & PE lessons

Nurture groups such as: FRIENDS/ELSA/Well-being

Our Praise and reward system

Through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the social times in the playground for example. It is important then that all staff understand they have a responsibility to implement this policy and promote the ethos and values of Tealby School at any time they are working with children in our care.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. 6 the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw

Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, 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.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education Relationship and Sex Education

(Relationships, Sex and Health Education) Definition of Relationships, Sex and Health Education (RSHE) From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019).

For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory Aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to

schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16) RSHE plays a very important part in fulfilling the statutory duties all schools have to meet.

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2018) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

At Tealby Primary School, we believe children should understand the facts about human reproduction before they leave primary school because more than ever before, children are exposed to representations of sex and sexuality through the media/ social media and the social culture around them, so we need to present a balanced view of RSE and help them to be discerning and stay safe.

We define Sex Education as developing an understanding of sexual relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

To reflect modern society, children will be taught about such things as civil partnerships as an alternative to marriage, preparing for the online world, healthy relationships and unhealthy relationships, including violence, abuse and bullying.

Teachers are aware that children will come from a variety of different family backgrounds, and will take this into account when preparing lessons. They must also ensure everything they teach is done in an age-appropriate way, taking into account the differences in age, understanding and maturity in their class.

We intend to teach this through a spiral curriculum, tailored to the age and stage of each year group. This will ensure that fundamental building blocks are built on each year to consolidate the prior year's learning, thus equipping children with a strong understanding of how to navigate the world and develop positive and safe relationships with both children and adults.

Teaching PSHE/RSE

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

Equality, Inclusion and Support

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not

discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance and understanding.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at Tealby fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of Tealby's population and encourage acceptance and tolerance. Every child and family will feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Tealby School policy and procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

External speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked.

An example of this is the Assemblies and workshops booked through the NSPCC/Healthy Minds.

Staff Training

All staff delivering RSHE will take part in training and be familiar with this policy. Staff will be supported either through training, mentoring and coaching opportunities, team-teaching, observations, or attendance at an internal or external training event.

The Role of Parents

RSHE is a partnership between Tealby School and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents routinely about changes to our school's RSHE policy and practice (newsletters/emails/ website/meetings)
- The curriculum content and organisation is shared and explained (-knowledge organisers/ explanation of what is covered and when)
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact *John Brown* our Pastoral Lead for PSHE/RSE

Right to withdraw from Sex Education

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

DfE Guidance p.17

At Tealby Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) Year 4, (Having a baby) Pieces 2 and 3 Year 5, (Conception) Pieces 2, 3 and 4 Year 6, (Conception, birth) Pieces 2, 3 and 4

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

The grid below shows specific RSE content for each year group:

Age 4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
Age 5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles); respecting my body and understand which parts are private.
Age 6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
Age 7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
Age 8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the

	bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change
Age 9-10	Cultural differences and how they can cause conflict; racism; rumours and name calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change
Age 10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; 10 role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting

Resources

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are invited to review these resources and familiarise themselves with anything which is used.

We will provide an annual opportunity for parents to come into school and review the materials and resources that will be used to teach PSHE/RSE and the details of the content coverage will be found on the school website.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in several parts of the school – children are informed of these spaces in upper KS2.
- Pupils can also access sanitary products from any member of staff they are comfortable talking to.

If a pupil starts menstruating in school, we will support them on-site and inform parents discreetly.

Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods please contact any member of staff for support.

The Role of the Head Teacher

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about the school's RSHE policy and any changes made.
- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:

- *Behaviour*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *British Values*
- *Curriculum*
- *Complaints*

Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the school website.



Jigsaw SRE Content The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle 6.

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content	Safeguarding
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	Connect us - Paired activity: changes from baby to adult Open my mind - whole class sing 'Changing as I grow' Show me or Tell me - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Teacher led discussion using photographs showing similar growth stages for humans. Let me learn - Paired activity - Life cycles, sorting the life cycle cards into the right order Help me reflect - Draw and write individual activity - 'me now and what I want to be when I grow up'.	Neglect
1	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	Open my mind - whole class sing 'Changing as I grow' Show me or Tell me - baby photo session. Distinguish between changes: body, appearance, abilities, Let me learn - individual activity, writing about how you have changed since you were a baby / little Help me reflect - individual draw and write activity: 'I am pleased I am getting older because...'	Neglect Poor parenting <i>An alternative activity may be necessary for children who do not have access to a photo of themselves as a baby (adopted, in care, refugee, asylum seeker etc.)</i>
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	Open my mind - Whole class activity using PowerPoint slides of animals, can we identify males and females? Show me or Tell me - Same gender pairs can we identify gender from appearance alone (list three ways)? Introduction to male female 'private' body parts: penis, vagina, testicles (as covered by a swim suit). Let me learn - Class sorting activity using two hoops (intersecting) and the body part cards (emphasis on using correct names) Help me reflect - Individual draw and write activity - me in a swim suit with labelled body parts including genitalia and the correct terms.	Female genitalia mutilation Physical abuse Sexual abuse
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	Connect us - 'Find your pair' card activity to get in pairs and consider what has changed between the two card images (young animal to adult animal) Open my mind - Sing 'Changing as I grow' and go through the song lyrics identifying changes in the song (and add own ideas). Reinforce change is sometimes out of our control and it's OK. Tell me or Show me - whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles. Let me learn - Draw and write individual activity to show what they know about a life cycle.	Poor parenting Neglect Emotional abuse

2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	Open my mind - Sing the Jigsaw Song: Changing as I grow. Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person. Tell me or Show me - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc. Let me learn - Using the Leaf template, individual draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older. Help me reflect - Individual activity, complete the sentence stem: 'One thing that changes, in a good way, when we get old is...'	Physical abuse <i>An alternative activity may be necessary for children who do not have access to photos of their grandparents.</i>
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	Connect us - Circle time activity (talking partners first) complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...' Open my mind - Whole class activity using the story of Titch and discuss the theme of growing. Tell me or Show me - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.	Poor parenting Neglect Physical abuse Emotional abuse Sexual abuse
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl	Open my mind - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class. Show me or Tell me - Whole class sorting activity, body parts specific /not specific to gender Let me learn / Help me reflect - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.	Gender -based violence Physical abuse Female genitalia mutilation
2	Piece 5 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	Connect us - circle time activity, pass the touch. Discuss when we use touch, positive and negative. Tell me or Show me - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like. Let me learn - Individual draw and write activity; 'two types of touch I like'. Help me reflect - Individual draw and write activity, 'One way I like touch is when...'	Physical abuse Sexual abuse Emotional abuse Personal Safety Neglect <i>Ensure children know some touches we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</i>

3	Piece 1 How Babies Grow	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 I feel when I see babies or baby animals	Connect us - using pair cards, find your partner and talk about changes from being a baby to an adult. Open my mind - Class activity, introduction using PowerPoint to females having babies and males having an important parenting role. Tell me or Show me - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her. Let me learn - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Help me reflect - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).	Poor parenting Neglect <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
3	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family	Connect us - whole class sing 'Changing as I grow' - and think about changes from being a baby to now Open my mind - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical). Tell me or Show me - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb. Let me learn - individual draw and write activity - what a baby needs to survive and live and grow. Help me reflect - Individual activity, list the 3 most important things a baby needs to survive and grow.	Neglect Poor parenting Emotional abuse Physical abuse
3	Piece 3 Outside Body Changes	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 I feel about these changes happening to me and know how to cope with those feelings	Connect us - circle time activity; changes that have happened and good and bad things about change. Open my mind - Class activity to introduce the word puberty and changes outside the body. Tell me or Show me - class sorting activity using body cards. Reinforce puberty changes with PowerPoint. Let me learn - Paired activity using resource sheet 'My Life, My Changes'. Help me reflect - individual reflection on what may be worrying them about growing up and what they are looking forward to.	Physical abuse Sexual abuse Emotional abuse Neglect
3	Piece 4 Inside Body Changes	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 recognise how I feel about these changes happening to me and how to cope with these feelings	Open my mind - Class discussion, where does a new life start from? Pick out differences (chicken lay eggs etc.) Tell me or Show me - Class activity, PowerPoint slides to identify and explain the key elements of puberty changes inside the body and how the changes link to the start of a new life. Let me learn - Paired activity using 'The Great Growing Up Adventure'. Help me reflect - Question Answer session using 'Jigsaw Jino's Private Post Box'. Respond to the questions with the class and deal with things in a form such as 'Jigsaw Jino tells me some people aren't sure about... Let me explain it...'	Physical abuse Sexual abuse Emotional abuse Neglect Female genitalia mutilation <i>If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.</i>

3	Piece 5 Family Stereotypes	start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes	Open my mind - class activity using Task cards to think about male/female roles. Tell me or Show me - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken. Let me learn - In groups design a pillow case for a boy/girl. Is it stereotypical? Complete the sentence: 'Our design is/is not stereotypical because...' Help me reflect - individual reflection, who does which jobs in their home?	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying <i>Be mindful of cultural difference.</i>
4	Piece 1 Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being	Open my mind - class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us. Tell me or Show me - Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.) Let me learn - Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Also link to grandparent characteristics as well as those that are unique. Help me reflect - Individual draw and write activity, 'Being a truly unique human being makes me feel...'	Neglect <i>Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.</i>
4	Piece 2 Having A Baby	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 express how I feel about having children when I am an adult	Open my mind - Class activity to review making special things i.e. a baby. Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask - Does everybody have to have a baby? Tell me or Show me - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System. Let me learn - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce. Help me reflect - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.	Physical abuse Emotional abuse Sexual abuse Gender -based violence <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *([Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.]</i>
4	Piece 3 Girls and Puberty	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 know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Connect us - Whole class activity to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion. Open my mind - Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Reproductive System. Tell me or Show me - whole class activity to go through the stages of menstruation. Let me learn - Paired/small group sorting activity using 'Menstruation Cards' Help me reflect - Using Jigsaw Jaz to raise any worries about growing up.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying

5	Piece 1 Self-Image and Body-Image	be aware of my own self-image and how my body image fits into that know how to develop my own self esteem	Connect us - whole class circle activity, rolling the ball and giving compliments Open my mind - small group sorting activity, using 'Self-image Cards', Give each card a happy / sad face. Discuss where these perceptions come from (the happy/sad faces) and share the PowerPoint slide to help children understand this issue. Tell me or Show me - Individual activity to explore how we see ourselves [self-image], using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem*. Group activity using the 'Gingerbread person image' to create someone with high self-esteem. Let me learn - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples). Individual activity to change a sad face self-image card from Open my Mind, into a positive one. Help me reflect - Individual activity to write their affirmations on the front of their cards and take a few minutes in silence (perhaps with some gentle music) to repeat these to themselves. This will start to change the perceptions held in the subconscious.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *([Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.]</i>
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me	Connect us - Using a carousel to work in different pairs, discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed? Open my mind and Tell me or Show me - Whole class revisit what is needed to make a baby. Show PowerPoint with pictures of sperm and eggs. Go through how the female body prepares itself to have a baby using the animation 'The Female Reproductive System'. Let me learn - Whole class revisit different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing). Help me reflect - sharing their work from Let me Learn. Remind children to use Jigsaw Jez's private post box for any questions they have, but don't want to say out loud.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal safety
5	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty	Connect us - Circle activity to recap on changes that happen to us as we grow and go through puberty. Open my mind - Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Point out there are no worn or write answers and that opinions will vary. Tell me or Show me - Using the PowerPoint slides of the male organs, ensure all the children understand the male reproductive system. Use the animation: The Male Reproductive System to reinforce this. Small group activity using 'Boys 'n' Puberty Quiz'. Review the answers together. Let me learn - Paired activity to produce an information leaflet or PowerPoint presentation for children aged 7 - 9, with the title 'Puberty - It Happens To Us All'. Help me reflect - whole class circle activity to share what they have produced and compare notes on the kind of questions and topics they have chosen to address.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex whereas for others this will mean fancying someone of the opposite sex. If it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard.</i>

5	Piece 4 Conception	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	Connect us - whole class activity using Relationships Cards to think about the types of relationships there are. Sort into different categories of relationship e.g. Family, Peer (may need explaining), Working and Relationships with Physical Attraction. Open my mind - Small group activity to consider relationships that become a couple and decisions to have a baby. Using 'Having a Baby Diamond 9 cards' to sort most important/ least important*. Tell me or Show me - Introduce the word 'Conception' - the moment when a new life begins. Use the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens. Introduce the term sexual intercourse. Show the PowerPoint slides of a baby in the womb to recap how new life grows. Let me learn - Small group sorting activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding Help me reflect - Review and discuss the learning from the session. Remind them of the Private Post Box for the questions they're still not sure about, or that may occur to them later.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>* The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether people with disabilities should have a family, whether parents need to be married, whether it is right for same sex couples to bring up children. Always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.</i>
6	Piece 1 My Self Image	aware of my own self-image and how my body image fits into that know how to develop my own self-esteem	Open my mind - Class activity using the PowerPoint image of make-up/airbrushing. Discuss the terms 'real' self-image and 'ideal' self-image Tell me or Show me - Individual activity to consider words associated with 'real self-image', using the self-image template. Highlight words that are associated with body image. Repeat for 'ideal self-image'. What problems are there is not being your ideal self-image? Discussion about how this links to good / poor self-esteem. Let me learn - Individual activity, using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie. Help me reflect - Individual draw and write activity, 'The main ingredient in my self-esteem smoothie is...	Physical abuse Emotional abuse Sexual abuse Neglect
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty	Connect us - Starter activity to complete the 'Growing-Up bingo card'. Go through these as a class. Open my mind - Class (stand up - sit down) activity using the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. Tell me or Show me - Class activity using the PowerPoint slides showing girl to woman and boy to man and the animations (The Female/Male Reproductive Systems) to reinforce learning. Let me learn - Small group sorting activity to play the Puberty Truth or Myth game, to reinforce learning and highlight any unknowns. Help me reflect - Individual activity to write privately and anonymously, at least one question they have in their mind concerning puberty and growing up, [these questions will be used in the next session]. Other questions can go into Jem's Private Post Box.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation

6	Piece 3 Girl Talk/Boy Talk	ask the questions. I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive	Connect us - Paired activity to reinforce trust and depending on each other. Open my mind - Circle activity to play the Puberty Round. Let me learn - Single gender activity (if possible)* using the questions from Help me Reflect in Piece 2. Groups discuss the question and agree a helpful answer. Class activity to share questions and answers. Reminder of the importance for trust, respect and consideration when talking about such sensitive and important issues. Help me reflect - Circle activity to make sure everyone is OK with the answers and doesn't have any further questions.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal Safety <i>*This Piece should, if it can be arranged, provide the opportunity for a single gender session, preferably working with a teacher or facilitator of their own sex and to ask questions.</i>
6	Piece 4 Babies - Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby	Open my mind - Class discussion to consider a baby developing. Use the PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' Tell me or Show me - Range of activities to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth' Let me learn - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swap cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally). Help me reflect - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future?	Neglect Physical abuse Emotional abuse Sexual abuse <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
6	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Open my mind - Class mind mapping activity for the word 'independence'. Tell me or Show me - Small group activity using birthday cards (aimed at 13 year olds) to discuss perceptions (negative and positive aspects) of being a teenager. Class discussion to draw out key aspects and to reiterate that with additional 'rights' come responsibilities. Let me learn - Small group activity using the 'holding hands' cards to discuss what physical attraction is. Help me reflect - Individual writing activity to reflect on ways to cope with growing up.	Neglect Physical abuse Emotional abuse Sexual abuse Child sexual exploitation <i>When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.</i>

