



# St. Sebastian's Church of England Primary School and Nursery

## Relationship and Sex Education Policy

**Approved by:** Local Governing Body      **Date:** 5.7.23

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### 1. Vision and Values

The RSE Policy sits within the vision and reflects the values of St. Sebastian's CE Primary School and Nursery and within the vision and values of The Keys Academy Trust.

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

#### **"A school family with a Christian ethos, where we help each other to flourish."**

St Sebastian's CE Primary School and Nursery has a strong sense of family, where all who come can belong, feel safe and experience God's love regardless of their background. The apostle Paul describes God's family as being made up of those who know the love of Jesus and whose lives are marked by that love (Ephesians 3:14-19).

We believe that our school values of Friendship, Honesty, Forgiveness, Trust, Compassion and Thankfulness reflect the love of Jesus and provide a caring framework upon which we can all grow. Jesus shows us all in his teachings in the Bible how we can demonstrate these values. The parable of the Good Samaritan in Luke 10:25-37 demonstrates God's love and how we can learn to care for those in need. It also shows respect that we can all give and receive in our School. It illustrates how we should show God's love to those around us every day.

St Sebastian's School and Nursery has a strong sense of family, where all who come can belong, feel safe and experience God's love regardless of their background.

By allowing our children to feel safe, supported and loved by God, this gives them the space to learn and be inspired to excel. We are a place where children's similarities and differences are celebrated, as are their achievements.

Our RSHE Policy, is underpinned by our Christian Vision and making sure that all stakeholders feel part of the St. Sebastian's family and flourish in our setting and the wider community.

This policy should be read alongside the Equalities Act 2010.

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

and also the following Trust and School policies:

Safeguarding, SEND, PSHE, RE, Science

The policy was developed in line with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE July 2019* and the Church of England Policy Template for RSE, November 2019.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

## 2. Aims

The aims of relationship and sex education (RSE) within our Trust and at our schools are to:

- Within the Christian ethos of the Trust, to help all pupils gain skills and wisdom in relationships with others.
- To help pupils understand a view of relationships and sex as good gifts which bring responsibilities and contribute to human flourishing.
- Create a positive culture which helps pupils understand issues of sexuality and relationships.
- Help all pupils to know how to keep themselves and others safe in the context of a variety of relationships.
- Help pupils develop self-respect, confidence, empathy and respect for others.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To work in partnership with parents and carers in helping pupils gain the skills they need in these areas, recognizing the responsibility they hold of ensuring their children grow and mature into healthy relationships.
- Provide a framework in which sensitive discussions can take place and pupils can reflect on and understand that some people will have different and strongly held views on some of the issues.

The RSE curriculum will be implemented in a sensitive way, in accordance with the Christian values of the Trust, taking into account the diverse backgrounds of the communities we serve.

## 3. Policy development

Schools in the Trust will consult parents and stakeholders when developing and reviewing this RSE policy.

This policy has been developed in consultation with staff, pupils and parents and then agreed by governors.

The Trust have agreed the definition and aims, and will review them bi-annually while individual schools will review and revise the other elements of the policy annually. The next consultation will be in Spring 2024.

## 4. Definition

Relationship Education (RE) concerns the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. It concerns the emotional, social and cultural development of pupils, and includes healthy living, personal identity, the importance of being in relationships with others, healthy relationships and staying safe, and respecting others.

Primary schools in the Trust may also choose to teach Sex Education, although this is not a statutory requirement for primary schools. Sex education concerns the development of pupils' understanding of sex, sexual health and human sexuality. All RSE involves a combination of sharing information, and exploring issues and values. RSE will always be taught in an age appropriate manner, and will be taught in ways which recognises the cultural and religious backgrounds of all those in the school community.

## 5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt as and when necessary. Our school will inform parents of any significant changes to curriculum content.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Lessons will typically be delivered by the class teacher (or another teacher within the school); however, health professionals may be used to support the delivery of teaching if available.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life using the Jigsaw Curriculum. **See Appendix 2 for an overview of curriculum content taught in each year group.**

Within our Jigsaw curriculum, there are also sex education lessons for pupils in Year 5 and Year 6. Parents have the right to withdraw their child from these sessions, if not part of the statutory curriculum. Information will be provided to parents regarding the curriculum content of these sessions. If a parent is considering withdrawing their child from these sessions, we encourage them to speak to the Head Teacher.

## 7. Roles and responsibilities

### 7.1 The governing board

The Trust will review and approve the Definition and Aims of RSE across the Trust. The Local Governing body will review the remainder of the policy and approve the RSE policy for their school, and hold the Head Teacher to account for its implementation.

## 7.2 The Head Teacher

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

## 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
- Include names/roles of those responsible for teaching RSE in your school.

**Staff Responsible for overseeing RSE in our school are:**

**Subject Leader:** Brigid Cook

**Head Teacher:** Martin Gater

**Linked Governor:** Vicky Wilkins (Chair of Staff and Pupil Care Committee)

## 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents only have the right to withdraw their children from the non-statutory components of RSE (see appendix 1). All other aspects of the RSE curriculum are statutory and part of the national curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

If the decision to withdraw is made, alternative work will be given to pupils who are withdrawn from RSE.

## 9. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the Martin Gater/Heather Barnes and Brigid Cook in a variety of ways. These may include:

- Learning walks

- Planning monitoring
- Pupil voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the school annually. Following review, the policy will be approved by the Local Governing Body.

## APPENDIX 1: DfE Guidance for Parents and Carers

# Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



## Right to withdraw your child



You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

## Appendix 2: Curriculum Overview

### Relationships Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Families</b>	R1, R2, R3, R4	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me
<b>2.Making Friends</b>	R7, R8, R9, R10, R11, R12	I can identify what being a good friend means to me	I know how to make a new friend
<b>3.Greetings</b>	R14, R19, R25, R26, R27, R28	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me
<b>4.People Who Help Us</b>	R11, R16, R19, R25, R28, R32, H4	I know who can help me in my school community	I know when I need help and know how to ask for it
<b>5.Being My Own Best Friend</b>	R9, R10, R11, R15, R30, H3, H6	I can recognise my qualities as person and a friend	I know ways to praise myself
<b>6.Celebrating My Special Relationships</b> <b>Puzzle Outcome: Balloons</b> <b>Assessment Opportunity</b>	R12, R13, R16, H2, H6	I can tell you why I appreciate someone who is special to me	I can express how I feel about them

## Changing Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Life cycles</b>	R1, R6	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
<b>2. Changing Me</b>	H4	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
<b>3.My Changing Body</b>		I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
<b>4. Boys' and Girls' Bodies</b>	R19, R25, R26, R27, R29, H34	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
<b>5.Learning and Growing</b> Puzzle Outcome: Piece 5 Flowers	R15	I understand that every time I learn something new I change a little bit	I enjoy learning new things
<b>6.Coping with Changes</b> Assessment Opportunity	R32, H2, H3	I can tell you about changes that have happened in my life	I know some ways to cope with changes

## Relationships Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Families</b>	R1, R2, R3, R4, R5, R6	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	I accept that everyone's family is different and understand that most people value their family
<b>2.Keeping Safe - exploring physical contact</b>	R16, R19, R25, R27, R28, R29, R30, R32	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	I know which types of physical contact I like and don't like and can talk about this
<b>3.Friends and Conflict</b>	R7, R9, R10, R12, R16, H15	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
<b>4.Secrets</b>	R6, R16, R19, R20, R22, R26, R31, R32, H2, H3	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
<b>5.Trust and Appreciation</b>	R11, R12, R13, R16, R31, H2, H3	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
<b>6.Celebrating My Special Relationships</b> <b>Puzzle Outcome: Relationship Flag/Bunting</b> <b>Assessment Opportunity</b>	R8, H2, H3	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others



## Changing Me Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Life Cycles in Nature</b>			I understand there are some changes that are outside my control and can recognise how I feel about this
<b>2. Growing from Young to Old</b>		I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
<b>3.The Changing Me</b>	H34	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
<b>4.Boys' and Girls' Bodies</b>	R26, R27, R29, H34	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
<b>5.Assertiveness</b>	R15, R19, R25, R26, R29, R30, R31, R32	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
<b>6.Looking Ahead Assessment Opportunity</b>	H2, H3	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this



## Celebrating Difference Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Families</b>	R1, R2, R3, R4	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me
<b>2.Family conflict</b>	R5, R6, H4, H9	I understand that differences and conflicts sometimes happen among family members	I know how to calm myself down and can use the 'Solve it together' technique
<b>3.Witness and feelings</b>	R11, R17, R31, H8, H9	I know what it means to be a witness to bullying	I know some ways of helping to make someone who is bullied feel better
<b>4.Witness and solutions</b>	R11, R17, R31, R32, H8, H9	I know that witnesses can make the situation better or worse by what they do	I can problem-solve a bullying situation with others
<b>5.Words that harm</b>	R9, R10, R12, R13, R14, R16, R17, R18, R20, R21, R23, R25, R30, H7, H8, H13, H15	I recognise that some words are used in hurtful ways	I try hard not to use hurtful words (e.g. gay, fat)
<b>6.Celebrating difference: compliments</b> <b>Assessment Opportunity</b> <b>Puzzle Outcome: Kites</b>	R7, R12, R15, R16, H2, H3	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels

## Relationships Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Family Roles and Responsibilities</b>	R1, R2, R3, R4, R18	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
<b>2. Friendship</b>	R7, R8, R9, R10, R12, R19, H2, H3	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
<b>3. Keeping Myself Safe Online</b>	R11, R17, R20, R21, R22, R23, R24, R25, R26, R32, H9, H11, H12, H13, H14, H15, H16, H17,	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
<b>4. Being a Global Citizen 1</b>		I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices
<b>5. Being a Global Citizen 2</b>		I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
<b>6. Celebrating My Web of Relationships</b> <b>Puzzle Outcome: Appreciation Streamers</b>	R13, R16	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

## Changing Me Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.How Babies Grow</b>	H2, H3	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	I can express how I feel when I see babies or baby animals
<b>2. Babies</b>	H2, H3	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
<b>3.Outside Body Changes</b>	H2, H3, H34	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
<b>4. Inside Body Changes</b>	R27, H2, H3, H34	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
<b>5. Family Stereotypes</b>	R1, R2, R3, R4, R18, H2, H3	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
<b>6.Looking Ahead</b> <b>Assessment Opportunity</b> <b>Puzzle Outcome: Ribbon Mobiles</b>	H2, H3	I identify what I am looking forward to when I go to next class	start to think about changes I will make next year and know how to go about this



## Relationships Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Jealousy</b>	R6	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
<b>2. Love and Loss</b>	R6, H2, H3, H7, H9	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
<b>3. Memories</b> Puzzle outcome: Memory Box	H4, H10	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them
<b>4. Getting on and Falling Out</b>	R7, R8, R9, R10, R11, R12, R13, R14, R16, R19, R25, R32, H7	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
<b>5. Girlfriends and Boyfriends</b>	R8, R9, R12, R13, R14, R16	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
<b>6. Celebrating My Relationships with People and Animals</b> Assessment Opportunity	R2, R4, R9, R12, R16, R19, R25	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved

## Changing Me Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Unique Me</b>	R1, R2, R3, R4, R27	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
<b>2. Having a Baby</b>	R1, R2, R3, R4, R26, H34	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
<b>3.Girls and Puberty</b>	R26, H34, H35	I can 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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
<b>4.Circles of Change</b> Puzzle Outcome: Circles of Change	H4	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
<b>5.Accepting Change</b>	H2, H3	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
<b>6.Looking Ahead</b> Assessment Opportunity		I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this



## Relationships Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Recognising Me</b>	R13, R15, H2, H3, H4, H7	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
<b>2.Safety with Online Communities</b>	R11, R12, R13, R14, R16, R17, R20, R21, R22, R23, R24, R25, R26, R29, R31, R31, R32, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
<b>3.Being in an Online Community</b>	R12, R13, R14, R16, R19, R20, R21, R22, R23, R24, R25, R26, R29, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
<b>4.Online Gaming</b>	R12, R13, R14, R19, R20, R21, R22, R23, R24, H11, H12, H13, H14, H15, H16, H17	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
<b>5.My Relationship with Technology: screen time</b>	R12, R13, R14, R20, R21, R22, R23, R24, H5, H11, H12, H13, H14, H15, H16, H17, H28	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
<b>6.Relationships and Technology Assessment Opportunity</b> <b>Puzzle outcome: Internet Safety Poster (staying safe and happy online)</b>	R11, R12, R13, R14, R20, R21, R22, R23, R24, H1, H11, H12, H13, H14, H15, H16, H17	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others



## Changing Me Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Self and Body Image</b>	R15, R25, R26, R27, H5, H6, H10, H18	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2. Puberty for Girls</b>	H34	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
<b>3. Puberty for boys</b>	H2, H3, H34	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
<b>4. Conception</b>	H34	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	I appreciate how amazing it is that human bodies can reproduce in these ways
<b>5. Looking Ahead 1</b> <b>Puzzle Outcome: Change Cards</b>	H4, H34	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
<b>6. Looking Ahead 2</b>	H1, H4	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

## Celebrating Difference Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Am I Normal?</b>	R15, H4, H7, H10	I understand there are different perceptions about what normal means	I can empathise with people who are different
<b>2. Understanding Difference</b>	R3, R12, R18, R19, H7, H10	I understand how being different could affect someone's life	I am aware of my attitude towards people who are different
<b>3. Power Struggles</b>	R11, R21, R25, R31, R32, H7, H13, H17	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way
<b>4. Why Bully?</b>	R11, R17, R30, R31, H8, H13, H17	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
<b>5. Celebrating Difference</b> <b>Puzzle Outcome: Admiration Accolades</b>	R12, R13	I can give examples of people with disabilities who lead amazing lives	I appreciate people for who they are
<b>6. Celebrating Difference</b> <b>Assessment Opportunity</b>	R13, R16, H2, H3	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation

## Relationships Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.What is Mental Health?</b>	R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
<b>2.My Mental Health</b>	R15, R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
<b>3.Love and Loss</b>	R32, H2, H3, H4, H7, H9, H10, H17	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
<b>4.Power and Control</b>	R8, R9, R10, R13, R17, R19, R25, R26, R28, R30, R31, R32, H8, H9, H17	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
<b>5.Being Online: Real or Fake? Safe or Unsafe?</b>	R11, R13, R20, R21, R22, R23, R24, R25, R26, R28, R29, R32, H11, H12, H13, H14, H15, H16, H17	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others
<b>6.Using Technology Responsibly</b> <b>Puzzle Outcome: Internet Safety</b> <b>Presentation</b> <b>Assessment Opportunity</b>	R13, R21, R22, R23, R24, R25, R26, R28, R32, H11, H12, H13, H14, H15, H16, H17	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being

## Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.My Self Image</b>	R15, R27, H1, H4, H6, H7, H9, H10	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2.Puberty</b>	R30, R32, H9, H34, H35	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
<b>3.Babies: Conception to Birth Assessment Opportunity</b>	R1, R4, R32, H9, H35	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
<b>4.Boyfriends and Girlfriends</b>	R4, R7, R8, R9, R13, R19, H9	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
<b>5.Real self and ideal self</b>	R13, R15, R16, R19, R27, H1, H4, H6 H9, H10	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
<b>6.The Year Ahead</b>	H2, H3, H4, H6, H9, H10	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.