



**Downsway
Primary
School**

Date policy approved by Governing Board	Nov 2020
Date of next review	Nov 2023
Policy owner	RW
Policy on website Y/N	Yes
Compliance tracker updated Y/N	Yes



Downsway Primary School

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

Policy Statement

Sex and Relationship Education has now become known as RSE – Relationship and Sex Education and becomes statutory in September 2020. ‘Sex and Relationship Education (RSE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18.

We believe that effective RSE can make a significant contribution to the knowledge, skills and understanding needed by pupils if they are to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of an individual. Relationship and sex education is delivered through the PSHE and Citizenship framework and the Science curriculum.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. 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 (RSE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- 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).

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including, Anti-Bullying Policy, Behaviour Policy and Safeguarding/Child Protection Policy.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

In line with DfE guidance, at Downsway Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. It is designed to build self-esteem and to explore personal identity. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, children will be taught how to treat each other with kindness, consideration and respect. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours. We believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Health Education

Health Education aims to give children 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. The important lessons parents teach their child about healthy relationships, looking after themselves and staying safe, are respected and valued under this curriculum. Teaching at school will complement and reinforce the lessons parents teach their children as they grow up. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Defining Sex Education at Primary School

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came

from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Jigsaw PSHE programme

At Downsway, RSE is delivered through the Jigsaw PSHE programme.

We deliver a programme of study split into six different areas:

- Being me in my world, celebrating differences and dreams and goals
- Healthy Me
- Relationships
- Changing me – including sex education

Please refer to Appendix 1 which shows the breakdown of coverage for every year within these areas. Areas highlighted yellow indicate where a parent can withdraw their child from the RSE curriculum.

Jigsaw RSE Content

Appendix 2 shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle. Areas highlighted yellow indicate where a parent can withdraw their child from the RSE curriculum.

Organisation

The school's RSE programme will not be delivered in isolation but will be firmly embedded in relevant curriculum areas including PE, RE, ICT, Science, PSHE and assemblies. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of Sex Education provided at school except for those parts included in statutory National Curriculum Science. However, children cannot be withdrawn from Relationships Education because it is important that all children receive this content covering topics such as friendships and how to stay safe.

Those parents/carers wishing to exercise this right to withdraw their child from Sex Education taught as part of the RSE curriculum are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Language

During all RSE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. By teaching children the correct terms for their private parts, children are proven to be safer from abuse. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Refer to Appendix 3 for 'Answering Difficult Questions and Sensitive Issues'.

Sexual Identity and Sexual Orientation

Downsway believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively in line with our Anti-Bullying Policy.

Policy on Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to

support children to access their education and enjoy school. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we deliver puberty lessons to all children in year 4, 5 & 6. As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function for 50% of our school. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

Girls who start their periods at school are given confidential advice and support by members of staff. At Downsway girls will be made aware of the provision of sanitary protection which can be obtained from the first aid cupboard. There is a sanitary bin in the girls' toilets.

Confidentiality and Child Protection/Safeguarding Issues

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff members know the identity of the member of staff with responsibility for Child Protection issues.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Child Protection Policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed on a 3-year cycle. It will next be reviewed in November 2023.

Appendix 1 - Jigsaw PSHE programme

Being me, Celebrating differences and Dreams and Goals						
Key Stage 1			Key Stage 2			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	I understand the rights and responsibilities as a member of the class.	I can identify my hopes and fears.	I understand that everybody's family is different and important to them.	I understand that sometimes we make assumptions based on people's appearance.	I can face new challenges positively and can set new goals	I can identify goals for the future and understand fears and worries about the future.
Celebrating differences Identifying talents Being special Families Where we live Making friends Standing up for yourself	I can recognise the choices I make and understand the consequences.	I can understand the rights and responsibilities for being a member of my class and school	I understand that different and conflicts sometimes happen among family members.	I understand what influences me to make assumptions.	I understand my right and responsibilities as a British citizen and as a member of my school.	I know the universal right for all children but know that for many children these rights are not met.
Dreams and Goals Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	I can identify similarities and difference between people in my class	I can listen to other people and contribute my own ideas about rewards and consequences.	I know what it means to be a witness to bullying.	I know that bullying is hard to spot and I know what to do if I see it going on.	I can make choices about my own behaviour because I understand how rewards and consequences feel.	I understand that my actions affect others locally and globally.
	I can tell you what bullying is and know who to speak to if I feel unhappy or being bullied.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I know that witnesses can make the situation better or worse by what they do.	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.	I understand how an individual's behaviour can impact on a group.	I understand how democracy and having a voice benefits the school community.
	I know how to make new friends.	I understand that bullying is sometimes about differences.	I recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone's feelings and what the consequences were.	I can identify what is special about me and value the ways in which I am unique	I understand how democracy and having a voice benefits the school community and know how to participate in this.	I understand there are different perceptions about what normal means. I can explain ways in which difference can be a source of conflict and a cause for celebration.
	I can tell you some ways I am different from my friends.	I can recognise what is right and wrong and know how to look after myself.	I recognise my worth and can identify positive things about myself and my achievements- I can set goals.	I can tell you about my dreams and hopes.	I understand that cultural differences sometimes cause conflict.	I understand how having a disability could affect someone's life. I can give examples of people with disabilities who lead amazing lives.
	I can set a simple goal and work out how to achieve it.	I can choose a realistic goal and persevere when I find tasks difficult.	I can face new challenges positively, make responsible choices and ask for help when I need it.	I know that hopes and dreams do not always come true and that this can hurt. I know how reflecting on positive experiences can help me counteract disappointment.	I understand what racism is.	I can explain some of the ways in which one person or a group can have power over another.
	I can identify obstacles which make it more	I can recognise who it is easy for me to work	I understand that my actions affect myself	I can set new goals and work	Understand how rumour-spreading and	I know some the reasons why people

	difficult to achieve my new challenge and can work out how to overcome them.	with and who it is more difficult for me to work with.	and others and I care about other people's feelings. I know that my actions affect others and try to see things from their point of view.	out the steps to achieving them.	name calling can be bullying behaviours. I can explain the differences between direct and indirect bullying. I can compare my life with people in the developing world. I know about a range of jobs carried out and have explore how much people earn in different jobs. I can identify a job I would like to do in the future and what I need to do to achieve it. I understand that communicating with someone in a different culture means we can learn from each other. I can encourage my peers to support young people here and abroad to meet their aspirations.	use bullying behaviours.
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Healthy Me						
Some elements of this will be covered in PE and Science lessons						
	Key Stage 1		Key Stage 2			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exercising bodies Physical activity	I understand the difference between healthy and unhealthy and can make healthy choices	I know what I need to keep my body healthy	I understand how exercise affects by body and know why my heart and lungs are such important organs. I know why my heart and lungs are such important organs.	I know myself well enough to have a clear picture of what I believe is right and wrong.	I know the health risks of smoking and can tell you how it affects the lungs.	I know the impact of food on my body e.g. creating energy, giving comfort and altering mood.
Healthy food	I know how to keep myself clean and healthy, and understand how germs cause disease/illness.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.	I can tell you my knowledge and attitude towards drugs. I understand that, like medicines, some household substances can be harmful if not used correctly.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.	I know some of the risks of misusing alcohol, including antisocial behaviour and how it affects the liver and heart.	I know about different types of drugs and their uses and their effects on the body. I can evaluate when alcohol is being used responsibly, antisocially or being misused
Sleep	I know that all household products including	I understand how medicines work in my	I can identify things, people and places that	I understand the facts about alcohol and its	I know and can carry out basic	I know and can carry out basic first aid procedures. I

	medicines can be harmful. I understand that medicines can help me if I feel poorly and I know how to use them safely.	body and how important it is to use them safely	I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.	effect on health, particularly the liver, and also some of the reasons some people drink alcohol.	first aid procedures.	understand what it means to be emotionally well.
Keeping clean	I know how to keep safe when crossing the road and about people who can help me to stay safe.	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body.	I understand how complex my body is and how important it is to take care of it.		I understand how the media and celebrity culture promotes certain body types.	I can recognise triggers when I feel stressed and how stress can cause alcohol misuse.
Safety					I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	

Relationships						
Some elements will be taught in ICT lessons						
Key Stage 1			Key Stage 2			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family life	I can identify the members of my family and understand that there are lots of different types of families. (Families and people who care for me)	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. (Families and people who care for me)	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. (Families and people who care for me)	I can recognise how different friendship groups are formed and how I fit into them. (Caring friendships)	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. (Caring friendships)	I can identify the most significant people to be in my life so far. (Families and people who care for me)
Friendships Breaking friendships Falling out Being a good friend	I can identify what being a good friend means to me. (Caring Friendships)	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 (Families and people who care for me)	I can identify and put into practice some of the skills of friendships e.g. turn taking, being a good listener. (Caring Friendships)		I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. (Respectful relationships) (People who care for me) (Being safe)	I know some of the feelings we can have when someone dies or leaves. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. (Mental well-being)
Dealing with bullying	I know appropriate ways of physical contact to greet my friends and know which ways I prefer. (Being Safe)	I can identify some of the things that cause conflict with my friends. (Caring Friendships)	I know and can use some strategies for keeping myself safe. (Being Safe)	Identify web of relationships I am part of. (Families and people who care for me) (Caring friendships) (Respectful relationships) (Online relationships)	I understand how to stay safe when using technology to communicate with my friends. (Internet safety and harms)	I can recognise when people are trying to gain power or control. (Respectful relationships) (Being safe)
	I know who can help me in the school	I understand that sometimes it is good to keep a secret	I can explain how some of the actions and work of people			I understand how technology can be used to try to gain power or control and I

	community. (Being Safe)	and sometimes it is not good to keep a secret. (Being Safe)	around the world help and influence my life. (Respectful relationships)			can use strategies to prevent this from happening. (Internet safety and harms)
	I can recognise my qualities as a person and a friend. (Caring Friendships)	I can recognise and appreciate people who can help me in my family, my school and community. (Families and people who care for me)	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. (Families and people who care for me)	Identify someone I love and express why they are special to me. (Families and people who care for me)		I can use technology positively and safely to communicate with my friends and family. (Online relationships) (Internet safety and harms)
	I can tell you why I appreciate someone who is special to me. (Families and people who care for me)		I know how to express my appreciation to my friends and family. (Respectful relationships)	Begin to discuss someone I no longer see-death. (Mental Well being)		I can identify what I am looking forward to and what worries me about the transition to secondary school. (Mental Well being)
	Changes- I can tell you about changes that have happened in my life. (Mental Well being)		I can identify what I am looking forward to when I am in Year 4. (Mental Well being)	Different point of view; animal rights. Special pets. Know how to show love and appreciation to the people and animals who are special to me. (Respectful relationships)		
				Changes- identifying changes that are out of my control and identify changes the child are looking forward to next year. (Mental Well being)		

Changing Me – including sex education						
Some elements of this will be covered in Science lessons						
Key Stage 1			Key Stage 2			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Bodies Respecting my body	I am starting to understand the life cycles of animals and humans.	I can recognise cycles of life in nature.	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.	Understand that some personal characteristics have come from my birth parents and this has happened because I am made from the joining of their egg and sperm.	I am aware of my own self-image and how my body image fits into that. (Respectful relationships)	I am aware of my own self-image and how my body image fits into that. (Respectful relationships)
Growing up Growth and change	I can tell you some things about me that	I can tell you about the natural	I understand how babies grow and I	Correctly label the internal and external parts of	I can explain how a girl's body changes	I can explain how girls' and boys' bodies change during puberty

	have changed and some things that have stayed the same.	process of growing from young to old and understand that this is not in my control.	develop in the mother's uterus. I understand what a baby needs to live and grow.	male and female bodies that are necessary for making a baby.	during puberty and understand the importance of looking after yourself physically and emotionally (Mental wellbeing)	and understand the importance of looking after yourself physically and emotionally. (Mental wellbeing)
Fun and fears	I can tell you how my body has changed since I was a baby.	I can recognise the physical differences between boys and girls, use the correct scientific names for parts of the body (including penis, testicles, vagina) Appreciate that some parts of my body are private. (Being Safe)	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.	Describe how a girl's body changes in order for her to be able to have babies menstruation. (Changing adolescent body)	I can describe how boys' and girls' bodies change during puberty.	I can ask the questions I need answered about changes during puberty. (Science Upper KS2)
Celebrations	I can identify the parts of the body that make boys different to girls and can use the correct scientific names-penis, testicles, vagina.	I understand there are different types of touch and can tell you which ones I like and don't like. NSPCC PANTS rule (Being Safe)	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 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 can describe how a baby develops from conception through the nine months of pregnancy and how it is born.
			I understand there are different types of touch and can tell you which ones I like and don't like. NSPCC PANTS rule (Being Safe)		I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). (Mental Well being)	I understand how being physically attracted to someone changes the nature of the relationship. (Respectful relationships)
			I can start to recognise stereotypical ideas I might have about parenting and family roles. (Families and people who care for me)			

Appendix 2 - Jigsaw RSE Content

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
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
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
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
	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
	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
	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
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
	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
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
	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
	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
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
	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
	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
	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

Appendix 3 - Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSE Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.