



## St Peter's CE (VC) Primary School

# Relationship and Sex education Policy (RSE Policy)

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Person(s) Responsible	Headteacher

## Introduction

### **What is sex and relationships education?**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### **Definition of RSE**

Sex and Relationship Education (RSE) has been renamed as RSE: Relationship and Sex Education (RSE) to emphasise the relationships aspect of RSE. This was one of the recommendations from the Commons Education Committee Feb 2015 Sex and Relationship Education is not just learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

**1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

**2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

**3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

### **Why is relationships and sex education in schools important?**

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

### **What is high quality relationships and sex education?**

The principles of high quality RSE in all schools – including those with a religious character – are set out below.

Relationships and Sex education:

- is a partnership between home and school
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues relating to relationships
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

### **Relationship and sex education for our Church of England School**

“Church of England schools aim to develop in all students the knowledge and capacity to make informed choices about their personal lives. Whatever the specific content of the syllabus, church schools will continue to place sex education within the framework of a Christian understanding of sex and human relationships, which stresses the importance of a faithful marriage as the best framework for sex.”

(<https://www.churchofengland.org/our-views/education/church-schools-faqs/faqcofeschools.aspx#sexed>)

## Purpose of the Relationship and Sex Education Policy

Producing an up to date RSE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Be clear about how we address RSE in our context as a Church school
- Set out how the school meets legal requirements in respect of RSE
  - I. Duty to promote well-being (Children Act 2004)
  - II. Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - III. Teach statutory RSE elements in the Science National Curriculum
  - IV. Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
  - V. Meet the school's safeguarding obligations
  - VI. Make the policy available to pupils and parents (Education Act 1996)
  - VII. Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
  - VIII. Taken account of the DfE guidance on RSE (2000)
  - IX. DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "RSE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
  - X. Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

### **2. Why teach RSE at primary school?**

- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on line content
- It is a statutory part of the science curriculum covering the biological aspects of RSE

### **3. Values promoted through RSE**

Our RSE programme promotes the aims and values of our school which include

- The sanctity of marriage; valuing family life and stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships for bringing up children
- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation,

- disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

#### **4. Aims for RSE**

To enable children to:

Develop the confidence to talk, listen and think about feelings and relationships

- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Foster positive attitudes towards sexual orientation and gender
- Discourage sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where are how to seek information and advice when they need help

#### **5. Content and Organisation of the Programme**

*What language will be used when talking to children about RSE?*

Often children are given 'pet' names or 'baby' names to describe their body parts. These codes can create a sense of secrecy about these areas of their bodies. Also, when they get older and the correct terminology is introduced they find it embarrassing, and it can make them uncomfortable talking about a 'new subject' with language that is also very strange to them.

At St Peter's, we wish to empower children to talk openly and comfortably about their bodies. Therefore, we will use the correct terminology for the body parts unique to boys and girls i.e. penis, vagina and breasts from the age of Reception. If children use their own terminology we will respond to them, but we will try and model the correct language to them.

In Year 1 Science, children are taught to name all parts of the body that they are less familiar with to this point; including wrist, ankle, shoulder etc. As part of this teaching, they will be taught that most body parts are the same for boys and girls, but some are different; boys have a penis and girls have a vagina.

From then on teachers will ask children to use the correct names if they are talking about those body parts in a Science Lesson. We aim that by the time they need to talk about puberty, these words won't feel uncomfortable for them.

### **What is taught in each year group?**

We have a statutory duty to teach the RSE elements of the science national curriculum. (See Appendix 1 for the RSE aspects of statutory science) (Appendix 3- Scheme of Work)

- The content is based on the RSE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons using the Jigsaw scheme of work.

(See Appendix 2 for the RSE aspects in the national non-statutory guidance on PSHE and Citizenship)

### **Who teaches RSE?**

RSE will be taught by the class teacher where possible but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a mum with their baby.

If visitors are involved in RSE we will plan and evaluate their contribution as part of the school's RSE teaching programme.

- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons
- The school nurse sometimes provides drop in sessions to support pupils on a range of health issues, including puberty

### **How is RSE taught?**

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.

A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

The RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA.

Teachers do not discuss details of their personal relationships with pupils.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

### **Confidentiality, safeguarding and child protection**

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

### **Assessing RSE**

Pupils' progress in learning in RSE is assessed as part of the assessment of science and PSHE and citizenship.

### **Monitoring and evaluating RSE**

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE and Citizenship which also involves the school council.

## **Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Including a summary of the content and organisation of RSE in the school newsletter
- Parents can refer back to the Jigsaw Website to look at content
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

### **12. Disseminating the policy**

A copy of this policy is on the school website. It is included in the:

- Staff Handbook
- Governor Handbook
- Copies are supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents are informed through the newsletter and school's website.



## Appendix 1 RSE and science in the National Curriculum

### Key Stage 1

#### Year 1 (new curriculum from September 2014)

- Animals, including humans
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### Year 2 (from September 2015)

##### Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### *Non-statutory Guidance*

*Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager and adult.*

*Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow*

### Key Stage 2

#### Year 3 (new curriculum from September 2014)

No content linked to RSE

#### Year 4 (new curriculum from September 2014)

No content linked to RSE

#### Year 5 (new curriculum from September 2014)

##### Living things and their habitats

Describe the life process of reproduction in some plants and animals.

##### *Non-statutory guidance*

*Pupils should find out about different types of reproduction, including sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

##### Animals, including humans

Describe the changes as humans develop to old age.

## Body Changes at Puberty

### *Non-statutory guidance*

*Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

Year 6 (from September 2015)

No content linked to RSE

## **Appendix 2 RSE and the non-statutory guidance on PSHE and Citizenship**

### **Key Stage 1**

#### *Developing confidence and responsibility and making the most of their abilities*

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way

#### *Preparing to play an active role as citizens*

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school

#### *Developing a healthy, safer lifestyle*

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

#### *Developing good relationships and respecting the differences between people*

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

### **End of key Stage Statements for PSHE and Citizenship**

Children can recognise and name feelings and express positive qualities about themselves. They are developing confidence in sharing their views and opinions.

They can name the parts of the body

They can recognise how their behaviour affects other people and cooperate with others

They can identify and respect differences and similarities between people and understand way that family and friends should care for one another

### **Key Stage 2**

#### *Developing confidence and responsibility and making the most of their abilities*

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

#### *Preparing to play an active role as citizens*

2a to research, discuss and debate topical issues, problems and events choices

#### *Developing a healthy, safer lifestyle*

3b that bacteria and viruses can affect health and that following simple safe routines can reduce their spread

3c about how the body changes as they approach puberty

#### *Developing good relationships and respecting the differences between people*

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

- 4c to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships
- 4e to recognise and challenge stereotypes
- 4f that differences and similarities between people arise from number of factors including cultural, ethnic, racial, religious diversity, gender and disability
- 4g Where individuals, families and groups can get help and support

### **End of key Stage Statements for PSHE and Citizenship**

Children can demonstrate that they recognise their own worth and that of others

They can express their views confidently and listen to and show respect for the views of others

They can identify positive ways to face new challenges

They can discuss some of the bodily and emotional changes at puberty

They can identify some factors that affect emotional health and well-being

They can identify different types of relationship, and can show ways to maintain good relationships).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

They can debate, explain their views and listen to others and consider different alternatives

## Appendix 3

### RSE Scheme of Work

#### Reception - Relationships

PSED Learning Objectives	Success Criteria
<p><b>Managing relationships</b></p> <p>D4 - To be able to show affection or concern for people who are special to them</p> <p>D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p><b>Self-confidence and self-awareness</b></p> <p>D4 - To separate from their main carer with support and encouragement from a familiar adult</p> <p>D5 - To be confident to talk to other children when playing and will communicate freely about home and community</p> <p>ELG - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> <p><b>Managing feelings and behaviour</b></p> <p>D4 - To be able to express their own feelings</p>	<p><b>Making relationships</b></p> <p>D4 - I can show concern/affection to those who are close to me</p> <p>D6 - I can talk about things I know and ask appropriate questions</p> <p><b>Self-confidence and self-awareness</b></p> <p>D4 - I can separate from my adult (with some support)</p> <p>D5 - I can chat to others about my home and community</p> <p>ELG - I can share my ideas in a familiar group</p> <p><b>Managing feelings and behaviour</b></p> <p>D4 - I can say how I feel</p>

PSED Learning Objectives	Success Criteria
<p><b>Managing relationships</b></p> <p>D4 - To be interested in others' play and starting to join in</p> <p>D4 - To seek out others to share experiences</p> <p>D4 - To form a special relationship with another child</p> <p>D5 - To be able to play in a group, extending and elaborating ideas</p> <p>D5 - To be able to initiate play, offering cues to peers to join them</p> <p>D5 - To keep play going by responding to what others are saying or doing</p> <p>D5 - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Initiates conversations, attends to and takes account of what others say</p> <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	<p><b>Making relationships</b></p> <p>D4 - I am interested in what others are doing and am starting to join in</p> <p>D4 - I look for others to play with</p> <p>D4 - I have someone with whom I regularly play/interact positively</p> <p>D5 - I can play in a group and give/listen to others' ideas and allow play to keep going</p> <p>D5 - I am friendly to my peers and I am building up relationships by starting conversations</p> <p>D6 - I start conversations and I can take in to account what others are saying to me</p> <p>ELG - I play well and can take turns with others. I listen and take into account others' ideas about games to play/things to do</p>

PSED Learning Objectives	Success Criteria
<p><b>Managing relationships</b></p> <p>D4 - To be interested in others' play and starting to join in</p> <p>D4 - To seek out others to share experiences</p> <p>D4 - To form a special relationship with another child</p> <p>D5 - To be able to play in a group, extending and elaborating ideas</p> <p>D5 - To be able to initiate play, offering cues to peers to join them</p> <p>D5 - To keep play going by responding to what others are saying or doing</p> <p>D5 - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Initiates conversations, attends to and takes account of what others say</p> <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p><b>Self-confidence and self-awareness</b></p> <p>D6 - To describe self in positive terms and talk about abilities</p>	<p><b>Making relationships</b></p> <p>D4 - I am interested in what others are doing and am starting to join in</p> <p>D4 - I look for others to play with</p> <p>D4 - I have someone with whom I regularly play/interact positively</p> <p>D5 - I can play in a group and give/listen to others' ideas and allow play to keep going</p> <p>D5 - I am friendly to my peers and I am building up relationships by starting conversations</p> <p>D6 - I can say things that I am good at</p> <p>D6 - I start conversations and I can take into account what others are saying to me</p> <p>ELG - I play well and can take turns with others. I listen and take into account others' ideas about games to play/things to do</p> <p><b>Self-confidence and self-awareness</b></p> <p>D6 - I can talk about myself in a positive way</p>

PSED Learning Objectives	Success Criteria
<p><b>Managing feelings and behaviour</b></p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D6 - To understand that own actions affect other people</p> <p>D6 - Be aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p><b>Self-confidence and self-awareness</b></p> <p>D5 - To show confidence in asking adults for help</p>	<p><b>Managing feelings and behaviour</b></p> <p>D4 - I know that actions have consequences</p> <p>D4 - I am able to identify and accept some boundaries</p> <p>D6 - I know that the things I do affect others around me</p> <p>D6 - I know the correct way to behave</p> <p>ELG - I know which behaviour is OK and which is not and am able to talk about it. I know that the things I do affect how others feel. I can follow the rules of my class/setting</p> <p><b>Self-confidence and self-awareness</b></p> <p>D5 - I can ask adults for help</p>

PSED Learning Objectives	Success Criteria
<p><b>Managing feelings and behaviour</b></p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To respond to the feelings and wishes of others</p> <p>D6 - To understand that their own actions affect other people</p> <p><b>Managing relationships</b></p> <p>D5 - To be able to initiate play, offering cues to peers to join them</p> <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	<p><b>Managing feelings and behaviour</b></p> <p>D4 - I know that actions have consequences</p> <p>D4 - I am able to respond appropriately to how others feel</p> <p>D6 - I know that the things I do affect others around me</p> <p><b>Making relationships</b></p> <p>D5 - I can ask others to play with me</p> <p>ELG - I can play well with others and listen and respond to how other feel and their ideas. I am forming good relationships with other children and adults</p>

# Relationships

## Puzzle Map - Year 1



### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Know how to make friends	1. Families	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	Family game cards, Jigsaw Chime, 'Calm Me' script, Book: The family Book by Todd Parr, Book: 'For Every Child - the rights of the child in words and pictures', UNICEF (ISBN 0-8037-2650-3, Jigsaw Journals.
Try to solve friendship problems when they occur	2. Making Friends	I can identify what being a good friend means to me	I know how to make a new friend	Music and blanket for hedgehogs game, Jigsaw Chime, 'Calm Me' script, YouTube clip from Toy Story, Jigsaw Jack, Sets of 'A Good Friend Should...' cards, one set for each group, Jigsaw Journals, Jigsaw Song: 'The Colours of Friendship'.
Help others to feel part of a group	3. Greetings	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	Jigsaw Chime, 'Calm Me' script, Book: 'Hug' by Jez Alborough, Holding hands' images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects, Jigsaw Jack, Jigsaw Journals.
Show respect in how they treat others	4. People Who Help Us	I know who can help me in my school community	I know when I need help and know how to ask for it	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend	I can recognise my qualities as person and a friend	I know ways to praise myself	Bottle weighted with water or sand, Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, YouTube clip from the film 'The Incredibles', PowerPoint of incredible children, 'The incredible me' picture frame template, Jigsaw Song: 'The Colours of Friendship'.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Assessment Opportunity ★	I can tell you why I appreciate someone who is special to me	I can express how I feel about them	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: Colours of friendship, Balloons, Balloon label template, String, Jigsaw Journals.

# Changing Me

## Puzzle Map - Year 1



### Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. Life cycles	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	Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Song sheet: 'Changing as I grow' BBC Learning Clip: 9463 Frogs, Teacher's photos: series of photos from baby to adult, Life cycle cards , Jigsaw Journals.
Can express how they feel when change happens	2. Changing Me	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Life cycle cards, Paper for concertina book, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. My Changing Body	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children, Jigsaw Journals.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies Assessment Opportunity ★	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	I respect my body and understand which parts are private	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Male/female animal Powerpoint, PE hoops or flipchart paper, Body parts cards and Powerpoint, Jigsaw Journals .
Know who to ask for help if they are worried about change	5. Learning and Growing	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Song sheet: 'Changing as I grow', Picture cards, Flower shape and petals for flipchart, Flower template, Photos of the children, Jigsaw Journals.
Are looking forward to change	6. Coping with Changes	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Book: 'Moving Molly' by Shirley Hughes, Bag of items for Changes Game, Jigsaw Journals.

# Relationships

## Puzzle Map - Year 2



### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Know how to make friends	1. Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Book: 'Who's in a family?' by Robert Skutch, Book: 'Something Special' by Nicola Moon, Jigsaw Jo, Jigsaw Journals.
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact	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	Jigsaw Chime, 'Calm Me' script, 'Hugless Douglas' by David Melling, Jigsaw Journals.
Help others to feel part of a group	3. Friends and Conflict Assessment Opportunity ★	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	Jigsaw Chime, Jigsaw song 'Learning together', 'Calm Me' script, Selection of shoes, 'I thought you were my friend' resource sheet, 'Mending Friendships' chart, printed on A3 or on PowerPoint slide, 'Mending Friendships' resource sheet, Jigsaw Journals.
Show respect in how they treat others	4. Secrets	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Wrapped gift box, Poem: 'I Have a Secret' by E J Thomson, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation	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	Jigsaw Chime, 'Calm Me' script, Balloon, Book: 'Don't Tell Lies, Lucy!' by Phil Roxbee Cox, People cards, Flipchart paper, 'Circle of Trust' cards, Jigsaw Journals.
Know and show what makes a good relationship	6. Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	Jigsaw Chime, 'Calm Me' script, Materials for the children to make bunting, Jigsaw Jo, Jigsaw Journals.



# Changing Me

## Puzzle Map - Year 2



### Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this	Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Jo, Jigsaw Song sheet: 'Changing as I grow', BBC Learning clip: 2250, An introduction to life cycles, Jigsaw Journals.
Can express how they feel when change happens	2. Growing from Young to Old	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jo, PowerPoint - young to old, Book: 'My Grandpa is Amazing' by Nick Butterworth, Photos from home of a grandparent as a child and now, Card leaf templates A4 size - one per child, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Book: 'Titch' by Pat Hutchins, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up, Timeline template, Jigsaw Journals.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies Assessment Opportunity ★	I can 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	I can tell you what I like/don't like about being a boy/girl	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Flipchart paper, Body parts cards and PowerPoint, A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Assertiveness	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk), Teddy bear, Poem: 'What About You?', Alternative book: 'Hug' by Jez Alborough, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead	I can identify what I am looking forward to when I am in Year 3	I can start to think about changes I will make when I am in Year 3 and know how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Two visiting Year 3 pupils, Card leaf templates, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

# Relationships

## Puzzle Map - Year 3



### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta'

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Know how to make friends	1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel	Jigsaw Chime, 'Calm Me' script, Male /female Jobs PowerPoint, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, Jigsaw Jino.
Try to solve friendship problems when they occur	2. Friendship	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	Jigsaw Chime, 'Calm Me' script, Donkey PowerPoint, 'Solve it together' technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals.
Help others to feel part of a group	3. Keeping Myself Safe	I know and can use some strategies for keeping myself safe	I know who to ask for help if I am worried or concerned	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Dangers in the home posters (kitchen/bathroom): <a href="http://www.homesafetygame.com/pdf/KAS1.pdf">http://www.homesafetygame.com/pdf/KAS1.pdf</a> <a href="http://www.homesafetygame.com/pdf/BAS1.pdf">http://www.homesafetygame.com/pdf/BAS1.pdf</a> , keep safe labels, Jigsaw Journals.
Show respect in how they treat others	4. Being a Global Citizen 1 Assessment Opportunity ★	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	Inflatable globe, Jigsaw Chime, 'Calm Me' script Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, coffee, Book: The World Came to My Place Today by Readman and Roberts, PowerPoint: Children, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2	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	A set of the 'Wants and needs' cards cut up, Jigsaw Chime, 'Calm Me' script, PowerPoint: Children around the world, Oxfam materials 'Change the World in Eight Steps', and Millenium Development goals posters accessed at: <a href="http://www.oxfam.org.uk/education/resources/change-the-world-in-eight-steps">http://www.oxfam.org.uk/education/resources/change-the-world-in-eight-steps</a> , Unicef website: <a href="http://www.unicef.org/crc/">http://www.unicef.org/crc/</a> , PowerPoint slide 'Articles from UNCRC', Jigsaw Journals.
Know and show what makes a good relationship	6. Celebrating My Web of Relationships	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning Together', 'Relationship Circles' template - A3 for demonstration and A4 for each child.

# Changing Me

## Puzzle Map - Year 3



### Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint slides - Babies, Jigsaw Jino, Visiting mum and baby (if possible) OR new baby pet pictures OR book: 'My New Baby' by Anne Kubler, Jigsaw Journals.
Can express how they feel when change happens	2. Babies	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Baby PowerPoint slides, Post-it notes, Flip chart paper, Book: 'My Baby Sister' by Emma Chichester Clark, Jigsaw Jino, Magazines/catalogues showing things for babies, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. Outside Body Changes	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	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, Powerpoint slides: Body Changes, 'My Life, My Changes' sheet, Jigsaw Journals.
Understand and respect the changes that they see in other people	4. Inside Body Changes Assessment Opportunity ★	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	Jigsaw Chime, 'Calm Me' script, Parent/Child cards, Powerpoint slides: Body Changes from Piece 3, PowerPoint slides: Changes on the inside, Animations: Male and Female Reproductive System 'The Great, Growing Up Adventure' sheet, Jigsaw Jino Jigsaw Jino's Private Post Box, for comments and questions, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Family Stereotypes	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	Jigsaw Chime, 'Calm Me' script, Charades cards, Jigsaw Jino, Task card resource sheet, Flipchart paper, plain pillow cases, Fabric pens/paints, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead	I can identify what I am looking forward to when I am in Year 4	I can start to think about changes I will make when I am in Year 4 and know how to go about this	Jigsaw Chime, 'Calm me' script, Jigsaw Jino, Two visiting Year 4 pupils, Wooden batons, Different coloured ribbons/crepe paper strips, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

# Relationships

## Puzzle Map - Year 4



### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta'

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Know how to make friends	1. Relationship Web	I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant	I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them	Jigsaw Chime, 'Calm me' script, Jigsaw Jaz, Relationship spiral template, Art materials: gems, glitter, ribbons etc., Jigsaw Charter.
Try to solve friendship problems when they occur	2. Love and Loss	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, 'Goodbye Mousie' by Robie H. Harris, Flipchart prepared with scenarios, Post-it notes, Jigsaw Journals.
Help others to feel part of a group	3. Memories	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	Children's souvenirs, Jigsaw Chime, 'Calm Me' script, Post-it notes or slips of paper, Book: 'Badger's Parting Gifts' by Susan Varley, Jigsaw Song sheet: Learning together, Jigsaw Journals.
Show respect in how they treat others	4. Are Animals Special? Assessment Opportunity ★	I can explain different points of view on an animal rights issue	I can express my own opinion and feelings on this	Flipchart paper and marker pens, Timer, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Internet/library access to help with preparing arguments for a debate, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Special Pets	I understand how people feel when they love a special pet	I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet	Jigsaw Chime, 'Calm Me' script, Book: 'I'll Always Love You' by Hans Wilhelm or 'Goodbye Mousie' by Robie H Harris, Memory box challenge resource sheet, Cardboard treasure chest boxes, Materials to make and present memory boxes, Jigsaw Journals.
Know and show what makes a good relationship	6. Celebrating My Relationships with People and Animals	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Fabric for relationship collage - Felt squares 25cmx25cm per child, Sewing needles and cotton, Willing parent helpers!, Jigsaw Journals.

# Changing Me

## Puzzle Map - Year 4



### Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Cat and kitten cards, 'My Parents and Me' Puzzle templates, Jigsaw Journals.
Can express how they feel when change happens	2. Having a Baby	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, 'Making Things' cards, Sheets of flipchart paper prepared with questions written at the top, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. Girls and Puberty	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	Jigsaw Chime, 'Calm Me' script, 'How do I feel about puberty' cards, A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up, for a lucky dip activity, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz.
Understand and respect the changes that they see in other people	4. Circles of Change	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jaz, Season tree pictures, Book: 'Moving House' by Anna Civaridi and Stephen Cartwright, Circle of change PowerPoint slide, Circle of change diagram, Circle of change template, Split pins, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Accepting Change	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Emotions cards, Jigsaw Song sheet: 'Changing as I grow', Season tree pictures from Piece 4, Change Scenario cards, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I am in Year 5	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Two visiting Year 5 pupils, Circle of change template, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

# Relationships

## Puzzle Map - Year 5



### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Know how to make friends	1. Recognising Me	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	Jigsaw Chime, 'Calm Me' script, Large sheets of paper and marker pens, A piece of paper for each child, possibly cut out in the shape of a human figure, Jigsaw Journals.
Try to solve friendship problems when they occur	2. Getting On and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise	Jigsaw Chime, 'Calm Me' script, Jigsaw Charter, Paper and marker pens for 'Friendship is ...' statements, 'Make Friends, Break Friends?' scenario cards, Mending Friendships poster, 'Solve it together' technique, Jigsaw Jez, Jigsaw Journals.
Help others to feel part of a group	3. Girlfriends and Boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean	I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Jigsaw Charter, 'Agree' and 'Disagree' labels, PowerPoint slides of boy-friend/girl-friend couples, Flipchart paper, Diamond 9 cards 'You might go out with someone because...' - some with text, some blank sets of these cut up for each group, Jigsaw Journals.
Show respect in how they treat others	4. Girlfriends and Boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean	I can recognise the feeling of jealousy, where it comes from and how to manage it	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, 'The Way I Feel' - copies printed on A3 for each group, Coloured pens, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Relationships and Technology	I understand 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 others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, An adult volunteer and a means of concealing them while they type responses for the children to see on the whiteboard, A poster promoting internet safety for children, such as Childnet's 'Be SMART on the Internet' (downloadable at <a href="http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf">http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf</a> ), YouTube clip: CEOP, Jigsaw: Assembly for 8-10 year olds, (CEOP Thinkuknow), Materials for the children to design their own posters, Jigsaw Journals.
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity ★	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	Jigsaw Chime, 'Calm Me' script, 'Personal Record Sheet' proforma, Materials for creating posters or leaflets, Child net website, YouTube clip: CEOP, Jigsaw: Assembly for 8-10 year olds, (CEOP Thinkuknow), 'Be SMART on the Internet' (downloadable at <a href="http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf">http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf</a> ), Jigsaw Journals.

# Changing Me

## Puzzle Map - Year 5



### Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. Self and Body Image	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	Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jez, Self-image cards, Image PowerPoint slide, Self-image picture frame card template, Jigsaw Journals.
Can express how they feel when change happens	2. Puberty for Girls	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, animation: The Female Reproduction System, Menstruation Card Match, Sets of a range of sanitary products: tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes, Great Growing Up resource sheet, Menstruation Worries cards - one for each working group, if available: some examples of published information leaflets about puberty, Jigsaw Jez's private post box, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. Puberty for boys Assessment Opportunity ★	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Tennis ball, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slides: male organs (as per Year 4 Piece 2) Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, if available: some examples of published information leaflets about puberty, Jigsaw Journals.
Understand and respect the changes that they see in other people	4. Conception	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	Jigsaw Chime, 'Calm me' script, Jigsaw Jez, Relationships Cards, enough for one for each child, Category labels for the room corners: Family Relationships..., etc., Animation: The Female Reproductive System and The Male Reproductive System, Having A Baby Diamond 9 cards, PowerPoint slides: A Baby in the Womb, - The Truth About Conception and Pregnancy card sort - statements, true/false cards, and explanation cards.
Know who to ask for help if they are worried about change	5. Looking Ahead	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Song sheet: 'Changing as I grow', Birthday cake and candles, Selection of age 13 birthday cards/PowerPoint pictures, Flip chart paper, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead to Year 6	I can identify what I am looking forward to when I am in Year 6	I can start to think about changes I will make when I am in Year 6 and know how to go about this	Jigsaw Chime, 'Calm Me' script, Six visiting Year 6 pupils, Jigsaw Jez, Spinning top template, Circle of change template, Jigsaw Journals, Pot of bubbles.

# Relationships

## Puzzle Map - Year 6



### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Know how to make friends	1. My Relationship Web	I can identify the most significant people to be in my life so far	I understand how it feels to have people in my life that are special to me	Ball of string/wool, Jigsaw Chime, 'Calm Me' script, Box of natural objects e.g. shells, pebbles, sticks, leaves and then additional boxes containing natural objects for each table, Jigsaw Jem, Jigsaw Journals.
Try to solve friendship problems when they occur	2. Love and Loss 1	I know some of the feelings we can have when someone dies or leaves	I can use some strategies to manage feelings associated with loss and can help other people to do so	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, 'The Sad Book' by Michael Rosen, Coping with loss scenario cards, Jigsaw Journals.
Help others to feel part of a group	3. Love and Loss 2	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	20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Jigsaw Journals.
Show respect in how they treat others	4. Power and Control Assessment Opportunity ★	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	Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'Power and Control', Power and Control scenario cards, Jigsaw Jem, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Being Safe with Technology 1	I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening	I can take responsibility for my own safety and well-being	Chat Room Abbreviations' - a checklist, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Cyberbullying film 'Let's Fight It Together' <a href="http://www.childnet.com/resources/lets-fight-it-together">http://www.childnet.com/resources/lets-fight-it-together</a> , Be SMART on the Internet' poster: <a href="http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf">http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf</a> , Online scenario cards, Jigsaw song sheet - 'Learning Together'.
Know and show what makes a good relationship	6. Being Safe with Technology 2	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	Jigsaw Song sheet - 'Learning Together', 'Keeping Myself Safe Online' quiz, Jigsaw Chime, 'Calm Me' script, Materials for poster design, Filming equipment, Jigsaw Journals.



# Changing Me

## Puzzle Map - Year 6



### Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. My Self Image	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	Jigsaw Chime, 'Calm me' script, Jigsaw Song sheet: 'Changing as I grow', PowerPoint of celebrity images, 'Real self/ideal' self template, Highlighter pens, Jigsaw Journals, 3 bottles as props, Smoothie label template, Smoothie recipe template, Fruit smoothies (optional).
Can express how they feel when change happens	2. Puberty	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	Jigsaw Chime, 'Calm Me' script, Growing-Up Bingo cards, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides showing girl to woman and boy to man, Animations: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Jem's Private Post Box.
Understand and respect the changes that they see in themselves	3. Girl Talk/Boy Talk (We recommend this Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator)	I can ask the questions I need answered about changes during puberty	I can reflect on how I feel about asking the questions and about the answers I receive	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Preferably two separate spaces for boys and girls to work separately, The questions submitted by the children at the end of the previous Piece, typed up and checked for anonymity, and sorted into sets of boy's and girl's questions, Animations: Female and Male Reproductive Systems.
Understand and respect the changes that they see in other people	4. Babies - Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I recognise how I feel when I reflect on the development and birth of a baby	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Tennis ball, PowerPoint slides of scans of babies in the womb, Animations: Female and Male Reproductive Systems, YouTube footage of baby in womb, A set of 'Baby Can...' cards, cut up and shuffled, Conception to Birth resource sheet, Conception to Birth Card Sort Template, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Attraction	I understand how being physically attracted to someone changes the nature of the relationship	I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Photo cards: Holding hands, Jigsaw Journals.
Are looking forward to change	6. Transition to Secondary School	I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for starting secondary school	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jem, PowerPoint slide of Bungee, Coloured card and pens, Blank T-shirts, Fabric pens.