



PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)



Name of school:
Frances Olive Anderson C of E
Primary School

Date of policy:
November 2020

Member of staff responsible:
Mrs Sarah Woolley

Review date:
November 2021

Context

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

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

PSHE

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

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

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



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Statutory Relationships and Health Education

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

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

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

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

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

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

DfE Guidance p.8

" All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

Here, at Frances Olive Anderson C of E Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.



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This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

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

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

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

What do we teach when and who teaches it?

Whole-school approach

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

| Term | Puzzle (Unit) | Content |
|------------------|----------------------|--|
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating | Includes anti-bullying (cyber and homophobic bullying included) |



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| | Difference | and understanding |
|------------------|------------------|--|
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

At Frances Olive Anderson C of E Primary School we allocate 45 – 60 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

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

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. **Appendix i**

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: "Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take



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the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world." (Page 34)

Health Education

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

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. **Appendix ii**

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Frances Olive Anderson C of E Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as understanding human reproduction which includes how the body changes in order for a baby to be conceived, to understand that sexual intercourse can lead to conception and that is how babies are usually made, to understand how a baby develops from conception through nine months of pregnancy, and how it is born. This is included in the 'Changing Me' puzzle (unit) and is attached as **Appendix iii**.



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We intend to teach this during the second summer term, by the class teacher and over a series of lessons. We will teach this unit as part of the PSHE.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Frances Olive Anderson C of E Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right through this policy and via the termly curriculum newsletter for the summer term.

Monitoring and Review

The Curriculum and Standards Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum and Standards Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

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.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:



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"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

At Frances Olive Anderson C of E 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.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please ask to see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Policy Review

This policy is reviewed annually.

| | Signed Headteacher | Signed Chair of Governors |
|----------------------|----------------------|---------------------------|
| Date of review: | S Woolley 4.11.20 | D Allsop 4.11.20 |
| Date of next review: | November 2021 | November 2021 |

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)



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- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?



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Appendix i

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
|--|--|--|
| Families and people who care for me | <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Changing Me Celebrating Difference Being Me in My World |



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| | | |
|-----------------------------|--|---|
| Online relationships | <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online. | All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference |
| Being safe | <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard,• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. | All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference |



Appendix ii

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | Pupils should know | How Jigsaw provides the solution |
|-------------------------|--|---|
| Mental wellbeing | <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Healthy Me• Relationships• Changing Me• Celebrating Difference |



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| | | |
|---|---|---|
| | <ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | |
| <p>Internet safety and harms</p> | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me |
| <p>Physical health and fitness</p> | <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |



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| | | |
|-----------------------------------|---|---|
| Healthy eating | <ul style="list-style-type: none">• what constitutes a healthy diet (including understanding calories and other nutritional content).• the principles of planning and preparing a range of healthy meals.• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Healthy Me |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none">• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.• the facts and science relating to immunisation and vaccination | All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Healthy Me |
| Basic first aid | <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first-aid, for example dealing with common injuries, including head injuries. | All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle. | All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Changing Me• Healthy Me |

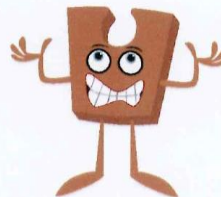


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Changing Me Puzzle Map - Ages 5-6

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|---|---|--|
| 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 |
| 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 |
| 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 |
| 4. Boys' and Girls' Bodies | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus | I respect my body and understand which parts are private |
| 5. Learning and Growing Puzzle Outcome: Piece 5 Flowers | I understand that every time I learn something new I change a little bit | I enjoy learning new things |
| 6. Coping with Changes Assessment Opportunity | I can tell you about changes that have happened in my life | I know some ways to cope with changes |



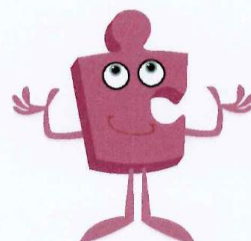


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Changing Me Puzzle Map - Ages 6-7

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|--|---|
| 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 |
| 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 |
| 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 |
| 4. Boys' and Girls' Bodies | I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private | I can tell you what I like/don't like about being a boy/girl |
| 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 |
| 6. Looking Ahead Assessment Opportunity | I can identify what I am looking forward to when I move to my next class | I can start to think about changes I will make when I am in Year 3 and know how to go about this |



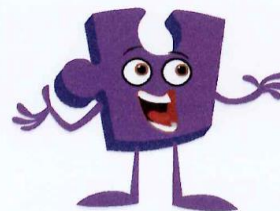


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Changing Me Puzzle Map - Ages 7-8

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|--|---|
| 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 |
| 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 |
| 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 |
| 4. Inside Body Changes | 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 |
| 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 |
| 6.Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles | identify what I am looking forward to when I move to my next class | start to think about changes I will make next year and know how to go about this |





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Changing Me Puzzle Map - Ages 8-9

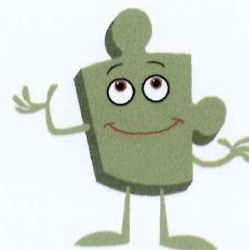
| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|--|---|
| 1.Unique Me | I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm | I appreciate that I am a truly unique human being |
| 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 |
| 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 |
| 4.Circles of Change Puzzle Outcome: 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 |
| 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 |
| 6.Looking Ahead Assessment Opportunity | I can identify what I am looking forward to when I move to a new class | I can reflect on the changes I would like to make next year and can describe how to go about this |





Changing Me Puzzle Map - Ages 9-10

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|--|--|
| 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 |
| 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 |
| 3. Puberty for boys | 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 |
| 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 |
| 5. Looking Ahead 1 Puzzle Outcome: Change Cards | 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 |
| 6. Looking Ahead 2 | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make next year and know how to go about this. |





FRANCES OLIVE ANDERSON
Church of England (Aided) School
'Being different, Belonging together'



Changing Me Puzzle Map - Ages 10-11

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|---|--|--|
| 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 |
| 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 |
| 3.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 can recognise how I feel when I reflect on the development and birth of a baby |
| 4.Boyfriends and Girlfriends | I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend | I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to |
| 5.Real self and ideal self | I am aware of the importance of a positive self-esteem and what I can do to develop it | I can express how I feel about my self-image and know how to challenge negative 'body-talk' |
| 6.The Year Ahead | I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. | I know how to prepare myself emotionally for the changes next year. |

