



Education

Relationships Education, Relationships and sex Education (RSE) and Health Education Policy

Academy level contribution:	All Academies	
CEO approval:	Sean Kelly	Date:
Education Group consultation (where applicable):		Date:
LGB Cluster consultation (where applicable):		Date:
Joint Negotiating Council (JNC) consultation (where applicable):		Date:
Board ratification:	Autumn Board	Date: November 2021
Last reviewed on:	Autumn 2021	
Next review due by:	Autumn 2022	

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1. Introduction

1.1 The aims of relationships and sex education (RSE) within the trust's Academies are to:

- (a) Support the development of confidence, challenge, curiosity, character and creativity
- (b) Provide a framework in which sensitive discussions can take place
- (c) Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- (d) Create a positive culture around issues of sexuality and relationships
- (e) Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements/framework

- 2.1 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.
- 2.2 Other linked statutory guidance/policy:
 - (a) Children and Social work act 2017
 - (b) Education Act 1996
- 2.3 We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

3. Policy Development

- 3.1 Due to the COVID-19 situation the trust has been unable to engage stakeholders in a way we would have wished but this will be a priority at the next review. However, stakeholders were involved by the following:
 - (a) A draft of the policy was shared with all staff and the Pupil Performance committee, where feedback was invited
 - (b) The policy has been made available to parent/carer(s), and feedback welcomed
 - (c) Any feedback received was considered and changes made to curriculum delivery, if deemed appropriate



3.2 Policy review and future developments:

The trust is committed to working with and consulting all stakeholders in relation to RSE. It recognises the importance of working "with", as opposed "To", and with this in mind, during the autumn term 2022, all stakeholders will have greater involvement in reviewing and developing this policy at each academy.

4. Definitions

- (a) RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- (b) RSE involves a combination of sharing information, and exploring issues and values
- (c) RSE is not about the promotion of sexual activity

Note: It is only statutory for primary aged pupils to be taught relationship education.

5. Curriculum

- 5.1 Each of the academies within the Trust follow Jigsaw the mindful approach to PSHE (appendix 1). There is at least one session per week of Jigsaw delivery within each academy's curriculum.
- 5.2 As noted above, primary sex education is not compulsory in primary schools, and this up to the individual academy to determine whether any additional context on sex education is needed to be covered, in order to meet the needs of the pupils. Parent/carers will be informed and have the opportunity to opt their child out of these sessions (see section 9).

6. Delivery of RSE

- 6.1 RSE is taught within the academies through a number of ways:
 - (a) Through topic and a thematic curriculum
 - (b) Within the personal, social, health and economic (PSHE) education curriculum
 - (c) Biological aspects of RSE may be taught within the science curriculum, and other aspects are included in religious education (RE)
 - (d) Pupils may also receive stand-alone sex education sessions delivered by a trained health professional

7. What is covered (statutory)

7.1 Primary aged pupils



- 7.1.1 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - (a) Families and people who care for me
 - (b) Caring friendships
 - (c) Respectful relationships
 - (d) Online relationships
 - (e) Being safe
- 7.2 Secondary aged pupils
- 7.2.1 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - (a) Families
 - (b) Respectful relationships, including friendships
 - (c) Online and media
 - (d) Being safe
 - (e) Intimate and sexual relationships, including sexual health
- 7.3 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 7.4 Pupils with SEND:
- 7.4.1 Individual needs and a pupil's developmental age will be taken into consideration when teaching RSE. This could mean delivery may have to be bespoke for pupils with SEND.

8. Roles and responsibilities

- 8.1 The Board of Trustees
 - (a) The Board of Trustees approve the RSE policy
 - (b) The Local Governing Body Clusters hold the Principals to account for its implementation.



8.2.1 The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see paragraph 9.1/9.2)

8.3 Staff

- (a) Delivering RSE in a sensitive way
- (b) Modelling positive attitudes to RSE
- (c) Monitoring progress.
- (d) Responding to the needs of individual pupils
- (e) Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSE
- (f) Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal
- 8.4 Due to the nature of the settings within the trust, all teaching staff could be required to teach RSE.
- 8.5 Pupils
- 8.5.1 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents right to withdraw

- 9.1 Primary aged pupils
 - (a) Parents do not have the right to withdraw their children from relationships education.
 - (b) Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE
 - (c) Requests for withdrawal should be put in writing using the form found in Appendix 6 of this policy and addressed to the Principal
 - (d) Alternative work will be given to pupils who are withdrawn from sex education

9.2 Secondary aged pupils

(a) Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16 After



this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this

- (b) Requests for withdrawal should be put in writing using the form found in Appendix 6 of this policy and addressed to the Principal
- (c) A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action
- (d) Alternative work will be given to pupils who are withdrawn from sex education

10. Training

- 10.1 Staff are trained on the delivery of RSE through the individual academies continuing professional development calendar.
- 10.2 The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

- 11.1 The delivery of RSE is monitored by each Principal through:
 - (a) Learning walks
 - (b) Lesson observations
 - (c) Work scrutiny
 - (d) Pupil, parent/carer voice
 - (e) Staff voice

11.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

12. Policy Review

12.1 This policy will be reviewed and approved by the Board of Trustees annually.



Appendix 1



Jigsaw 3-11 and Statutory Relationships and Health Education

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.







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(R14) the conventions of courtesy and manners 2 (R15) the importance of self-respect and how this links to their own happiness	2.2			6		5,6	4,5	3,4		5	
and how this links to their own happiness	2,3			3		2-6	4,5	3-6			
10.000.000.000.000			6	5	5	3,4		2			5
(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	3,6 1,2	2 3		4,6		2-4	4-6	3-6		2-5	
(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an aduit) and how to get help	3,4	4					3				
(R18) what a stereotype is, and how stereotypes can be unfair, negative							1,2				
(R19) the importance of permission- seeking and giving in relationships with friends, peers and adults	5			3,4	4	2	4,5	4-6		2,4	5
				e Jigsaw PSHE Ltd							
ationships Education			r 1 - Ages 5	© Jigsaw PSHE Ltd	Nŗ	Prince			- Ages 6-7	12	
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Relat	tionships Education			Year 1	- Ages 5-6	5				Year 2	- Ages 6-7	, ,	
	e end of Primary pupils Id know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5			2	5
	(R26) 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					3	4					4	4,5
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4					2	4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4						2	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4				4					2	4,5
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	2		2	5
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4			4,5	5
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6	2	4			2,4	5

Phys	ical Health and			Vear 1	- Ages 5-6					Vear 2	- Ages 6-7		
Ment	al Wellbeing e end of Primary pupils	Being Me in My	Celebrating Difference		Healthy Me	Relationships	Changing Me	Being Me in My	Celebrating Difference	in succession in the second	Healthy Me	Relationships	Changing Me
	d know:	World	Difference	and Goals	ме		ме	World	Difference	and Goals	ме		ме
	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1,2						2		
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, suprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	4	6	1	1	6	6	1	1,5,6	1,5	2	4-6	6
	(H3) 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	4	6	6	2	5	6	1	1,5,6	1,5	2	4-6	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	6			
Buj	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness				1,2,6						1,2, 4-6		
ental wellbe	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5,6					1-6		
-	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3,4						5				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3				
	(H9) 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 wellbeing or ability to control their emotions (including issues arising online)		4			4			4				
	(H10) it is common for people to experience mental iil health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough												

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excess	sive time spent on electronic s and the impact of positive										- C		
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their or	how to consider the effect of nline actions on others and								3				
importa	now to recognise and display tful behaviour online and the ance of keeping personal ation private												
(H14) v compu	why social media, some iter games and online gaming,												
for exa	imple, are age restricted that the internet can also be a								3			3	
trolling can tak	ve place where online abuse, , bullying and harassment ke place, which can have a								2			5	
(H16) H	ve impact on mental health how to be a discerning mer of information online										-		
includi	ing understanding that ation, including that from												
and tar (H17) v	where and how to report								4				
concer	rns and get support with online								*		_		-
						© Jigsaw PSHE Ltd							
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lental Well y the end of hould know:	being f Primary pupils :	Being Me in My World	Celebrating Difference	Dreams	- Ages 5-6 Healthy Me	© Jigsaw PSHE Ltd	Changing	Being Me in My World	Celebrating Difference	Dreams	Healthy Me	12	
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cohol acco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4						3		
Physica	al Health and			Vear 1	- Ages 5-6					Voar 2	- Ages 6-7		
Mental	Wellbeing and of Primary pupils	Being Me in My	Celebrating Difference		Healthy Me	Relationships	Changing Me	Being Me in My	Celebrating Difference		Healthy	Relationships	Changing Me
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6	oss, or unexplained changes to the body												
((H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage,				Additional lesson on website						Additional lesson on website		1
5	including skin cancer				(suitable for KS1)						(suitable for KS1)		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect				1,2						2		
tith an	weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and												
0	dental flossing, including regular check-ups at the dentist				-								
9	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				3,6								
((H31) the facts and science relating to allergies, immunisation and												
						10 D Jigsaw PSHE Ltd							
	al Health and			Year 1	*	Digsaw PSHE Ltd				Year 2	- Ages 6-7		
Physica Mental	al Health and Wellbeing nd of Primary pupils	Being Me in My	Celebrating	Dreams	- Ages 5-6 Healthy	Digsaw PSHE Ltd	Changing	Being Me in Mv	Celebrating	Dreams	- Ages 6-7 Healthy Me	Relationships	
Physic: Vental 3y the e should h	Wellbeing Ind of Primary pupils know: (H32) how to make a clear and	Being Me in My World	Celebrating Difference		- Ages 5-6	Digsaw PSHE Ltd	NŢ	Being Me in My World	Celebrating Difference			72	Changing Me
Physic: Mental 3y the e should l pick the second se	Wellbeing and of Primary pupils know: (H32) how to make a clear and officient call to emergency services f necessary	Me in My		Dreams	- Ages 5-6 Healthy	Digsaw PSHE Ltd	Changing	Me in My		Dreams	Healthy	72	Changing Me
Physica Mental 3y the e should l Pie 15 도 일 위	Wellbeing and of Primary pupils know: (H32) how to make a clear and officient call to emergency services	Me in My		Dreams	- Ages 5-6 Healthy	Digsaw PSHE Ltd	Changing	Me in My		Dreams	Healthy	72	Changing Me
Physic: Mental 양 the e 가 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다	Wellbeing and of Primary pupils know: (H23) how to make a clear and miciant call to emergency services if necessary (H33) concepts of basic first-aid, or example dealing with common nyuries, including bead injuries al Health and	Me in My		Dreams and Goals	- Ages 5-6 Healthy	Relationships	Changing	Me in My		Dreams and Goals	Healthy	Relationships	Changing Me
Physic: 39 the g 가 바 나 나 나 나 나 나 나 나 나 나 나 나 나 나 나 나 나 나	Wellbeing Ind of Primary pupils know: (H32) how to make a clear and efficient call to emergency services fracessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries al Health and Wellbeing and of Primary pupils	Me in My		Dreams and Goals	- Ages 5-6 Healthy Me	Relationships	Changing Me	Me in My		Dreams and Goals	Healthy Me	Relationships	Me
Physic: Mental 3y the e should k Press Wental 3y the e should k Wental 3y the e	Wellbeing Ind of Primary pupils know: IH32) how to make a clear and efficient call to emergency services fracessary IH33) concepts of basic first-aid, for example dealing with common njuries, including head injuries al Health and Wellbeing and of Primary pupils know: IH34) key facts about puberly and the changing adolescent body, acticularly from are 9 through	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 1 Dreams	- Ages 5-6 Healthy Me - Ages 5-6 Healthy	Relationships	Changing Me	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 2 Dreams	Healthy Me - Ages 6-7 Healthy	Relationships	Me
Physica Wentall By the e should b Wentall Physica Second by	Wellbeing and of Primary pupils know: 1432) how to make a clear and afficient call to emergency services 1433) concepts of basic first-aid, forexample dealing with common njuries, including head injuries al Health and Wellbeing and of Primary pupils know: 1434) koy facts about puberty and he changing adolescent body,	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 1 Dreams	- Ages 5-6 Healthy Me - Ages 5-6 Healthy	Relationships	Changing Me Changing Me	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 2 Dreams	Healthy Me - Ages 6-7 Healthy	Relationships	Me Changing Me



Relat	tionships Education			Year 3	- Ages 7-8					Year 4	- Ages 8-9)	
	e end of Primary pupils id know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(R1) that families are important for children growing up because they can give love, security and stability		1			1	5						1,2
	(R2) 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 lime together and sharing each other's lives		1			1	5					6	1,2
	(R3) 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		1			1	5						1,2
	(R4) 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		1			1	5					6	1,2
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		2										
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		2									1,2	

Relationships Education			Year 3	- Ages 7-8	3				Year 4	- Ages 8-9		
By the end of Primary pupils should know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2		1			1	4	
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2		1			1,2,5	4,5	
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2		1			5	4-6	
(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		5			2					2,5	4	
(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		3,4			3		2	2,3		1,2, 5,6	4	



Relat	tionships Education			Year 3	- Ages 7-8	3				Year 4	- Ages 8-9		
	e end of Primary pupils Id know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	2	5,6	1		2		2,3	2	3	5,6	4-6	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6		5	1,2		1,2,5	4,5	
	(R14) the conventions of courtesy and manners	5,6	5	5				2,4		5	6	4,5	
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6				5,6		6		
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	3	5,6			6		3	5,6	6	5,6	4-6	
	(R17) 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		3-5			3			3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		5			1	5						
	(R19) the importance of permission- seeking and giving in relationships with friends, peers and adults	5,6				2		4			2,6	4,6	





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Relat	tionships Education			Year 3	- Ages 7-8					Year 4	- Ages 8-9		
	e end of Primary pupils id know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
	(R26) 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				4,5	3							2,3
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4						1
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5						5		
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5		1		4		3,4		
			3,4		4,5				3		3,4		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	

	ical Health and			Year 3	- Ages 7-8					Year 4	- Ages 8-9)	
By th	al Wellbeing e end of Primary pupils ld know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health		· · · · · · · · · · · · · · · · · · ·		6						6		
	(H2) 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	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H3) 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	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2					5		5	3	4
12	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness				1,2								
Basic first a	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1,2,6					-			
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		5						2,3			2,4	
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						3				
	[H9] where and how to seek support lincluding 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 wellbeing or ability to control their emotions (including issues arising online)		2-4		4,5	3			4			2	
	(H10) 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											3	

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	cal Health and			Year 3	- Ages 7-8	6				Year 4	- Ages 8-9)	
	l Wellbeing end of Primary pupils know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3							
	(H12) 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					3							
l harms	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private		5			3			3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3							
Ĕ	(H15) 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		5			3							
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3							
	(H17) where and how to report concerns and get support with issues online				3,4	3							

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	ical Health and			Year 3	- Ages 7-8				-	Year 4	- Ages 8-9)	
By the	al Wellbeing e end of Primary pupils d know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(H18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6		h						
seath and fitness	(H19) 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				1,2,6								
sical	(H20) the risks associated with an inactive lifestyle (including obesity				1,2								
Phy	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5						3,4		
	ical Health and			Year 3	- Ages 7-8					Year 4	- Ages 8-9).	
By the	al Wellbeing e end of Primary pupils d know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2								
eating	(H23) the principles of planning and preparing a range of healthy meals				1,2								
fealthy	(H24) the characteristics of a poor diet and risks associated with				1,2						4		

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Pnysi	ical Health and			Year 3	- Ages 7-8	1				Year 4	- Ages 8-9	i.	
By the	al Wellbeing e end of Primary pupils d know:	Being Me in My World	Celebrating Difference		Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				3						3,4		
Physi	ical Health and			Year 3	- Ages 7-8					Year 4	- Ages 8-9		
By the	al Wellbeing e end of Primary pupils d know:	Being Me in My World	Celebrating Difference		Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference		Healthy Me	Relationships	Changing Me
siroun	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the										3,4		
	body (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage,				Additional lesson on website						Additional lesson on website		
vention	including skin cancer (H28) the importance of sufficient good quality sleep for good health				(KS2)						(KS2)		
Ith and pre	and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and												
Hea	dental flossing, including regular check-ups at the dentist (H30) about personal hygiene and												1
	germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating												
	to allergies, immunisation and vaccination												
						20 © Jigsaw PSHE Ltd							
Physi	ical Health and			Year 3	ż	© Jigsaw PSHE Ltd				Year 4	- Ages 8-9		_
Menta By the	al Wellbeing e end of Primary pupils	Being Me in My World	Celebrating Difference	8		© Jigsaw PSHE Ltd	NŢ	Being Me in My World	Celebrating Difference		- Ages 8-9 Healthy Me	Relationships	Changing Me
Menta By the	al Wellbeing	Me in My	Celebrating Difference	Dreams	- Ages 7-8 Healthy	© Jigsaw PSHE Ltd	Changing	Me in My	Celebrating Difference	Dreams	Healthy	the second read	
Menta By the	al Wellbeing e end of Primary pupils d know: (H32) how to make a clear and efficient call to emergency services	Me in My	Celebrating Difference	Dreams	- Ages 7-8 Healthy Me	© Jigsaw PSHE Ltd	Changing	Me in My	Celebrating Difference	Dreams	Healthy	the second read	
Menta By the should pie tail piese Basic Horsi	al Wellbeing e and of Primary pupils d know: (H32) how to make a clear and efficient call to emergency services if mocessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries ical Health and	Me in My	Celebrating Difference	Dreams and Goals	- Ages 7-8 Healthy Me	Relationships	Changing	Me in My	Celebrating Difference	Dreams and Goals	Healthy	Relationships	
Menta By the should pie to the should pie to the should pie to the should Physi Menta By the	al Wellbeing end of Primary pupils d know: (H32) how to make a clear and efficient call to emergency services if necesary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries	Me in My	Celebrating Difference	Dreams and Goals Year 3	- Ages 7-8 Healthy Me 4	Relationships	Changing Me	Me in My	Celebrating Difference Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	
Menta By the should pie to the should pie to the should pie to the should Physi Menta By the	al Wellbeing e end of Primary pupils d know: (H32) how to make a clear and efficient call to emergency services if mocessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries ical Health and al Wellbeing e end of Primary pupils d know: (H34) koy facts about body, anticularly from age 9 through o age 11, neutiding physical and	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 3 Dreams	- Ages 7-8 Healthy Me 4 - Ages 7-8 Healthy	© Jigsaw PSHE Ltd	Changing Me	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 4 Dreams	Healthy Me - Ages 8-9 Healthy	Relationships	Me
Menta By the should pie to the should pie to the should pie to the should Physi Menta By the	al Wellbeing and Vellbeing and of Primary pupils d know: H32) how to make a clear and efficient call to emergency services if necessary H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries ical Heatth and al Wellbeing end of Primary pupils d know: H33 (hey facts about puberty and the changing addescent body,	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 3 Dreams	- Ages 7-8 Healthy Me 4 - Ages 7-8 Healthy	© Jigsaw PSHE Ltd	Changing Me Changing Me	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 4 Dreams	Healthy Me - Ages 8-9 Healthy	Relationships	Me Changing Me
Menta By the should pie to the should pie to the should pie to the should Physi Menta By the	al Wellbeing e and of Primary pupils d know: (H32) how to make a clear and efficient call to emergency services if recessary d eading with common isjures, including head injuries ical Health and al Wellbeing e and of Primary pupils d know: H34) key facts about puberly and the changing addisesent body, particularly from age 9 through o age 11, including physical and emotional changes	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 3 Dreams	- Ages 7-8 Healthy Me 4 - Ages 7-8 Healthy	© Jigsaw PSHE Ltd	Changing Me Changing Me 3,4	Me in My World Being Me in My	Celebrating	Dreams and Goals Year 4 Dreams	Healthy Me - Ages 8-9 Healthy	Relationships	Me Changing Me 2,3



ionships Education e end of Primary pupils		7	and the second second	Ages 9-1						Ages 10-1		-
d know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
(R1) that families are important for children growing up because they can give love, security and stability												3
(R2) 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												
(R3) 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								2				
(R4) 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												3,4
(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		3										
(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed							5			3,4		4

Relat	tionships Education			Year 5	- Ages 9-10					Year 6 -	Ages 10-1	1	
	e end of Primary pupils Id know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends							5			3,4		4
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties											4	4
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		3,4									4	4
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		3,4									4	
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed					2,6			3,4		3,4	5	



tionships Education e end of Primary pupils	Being	Celebrating	and the second second	- Ages 9-1 Healthy	0 Relationships	Changing	Being	Celebrating	And the second se	Ages 10-1 Healthy	1 Relationships	Changing
ld know:	Me in My World	Difference	and Goals	Me	Relationships	Me	Me in My World	Difference	and Goals	Me	Relationships	Me
(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	3,4	1,2	5,6	4	2-6		2-6	2,5	4			
(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	4	6			1-6		4-6	5,6	4		4-6	4,5
(R14) the conventions of courtesy and manners	3-6				2-6		4					
(R15) the importance of self-respect and how this links to their own happiness	3	6	3	4,5	1	1		1	1	1,6	2	1,5
(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	2	1	4	4	2,3			5,6	6	5,6		5
(R17) 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		4			2			4			4	
(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		1		4				2				
(R19) the importance of permission- seeking and giving in relationships with friends, peers and adults					2,3			3		6	4	4,5





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Relat	tionships Education			Year 5	Ages 9-1	0				Year 6 -	Ages 10-1	1	
	e end of Primary pupils id know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
	(R26) 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					2,3	1				6	4-6	
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				4		1				1,6	1,2	1,5
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know											4-6	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3						5	
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		3		3	2			4		5,6	4	2
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		2		3	2			3,4		1-6	4	
	(R32) where to get advice e.g. family, school and/or other sources		3,4		3	2			3		1-6	1-6	2,3

	ical Health and			Year 5	- Ages 9-1	0				Year 6 -	Ages 10-1	1	
	al Wellbeing e end of Primary pupils	Being Me in My	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
shoul	d know:	World						World					
	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6	6	6				1,5,6	1,2	1,5
	(H2) 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	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H3) 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	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2		5,6	1	5,6	4	1	5	5,6	1-3	1,5,6
g	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness				6	5	1				1,5,6	1,2	
ntal wellbeir	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				6		1				1,5,6	1,2	1,5,6
Me	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	5	3,4			1			1-3	4	1,5,6	1-3	1
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		2-4	4	
	(H9) 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 wellbeing or ability to control their emotions (including issues arising online)		3,4		3	2,3					1-6	1-4	1-6
	(H10) 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				4-6	2,3	1		1,2		1-6	1-3	1, 5,6

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	ical Health and al Wellbeing	Being	Celebrating	1 - Colorester States	- Ages 9-1 Healthy	0 Relationships	Changing	Being	Celebrating	and the second	Ages 10-1 Healthy	1 Relationships	Changir
	e end of Primary pupils d know:	Me in My World	Difference	and Goals	Me	nouncironipo	Me	Me in My World	Difference	and Goals	Me		Me
	(H11) that for most people the internet is an integral part of life and has many benefits					2-6						5,6	
	(H12) 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.					2-6					5,6	5,6	
and harms	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private					2-6			3,4			5,6	
t safety a	(H14) why social media, some computer games and online gaming, for example, are age restricted					2-6						5,6	
Interne	(H15) 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					2-6						5,6	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					2-6						5,6	
	(H17) where and how to report concerns and get support with issues online					2-6			3,4		1-6	1-6	
						28 © Jigsaw PSHE Ltd							
Menta	ical Health and al Wellbeing	Being	Celebrating	Dreams	- Ages 9-1 Healthy		Changing	Being	Celebrating	Dreams	Ages 10-1 Healthy	1 Relationships	
Menta By the	al Wellbeing e end of Primary pupils d know:	Being Me in My World	Celebrating Difference	1	- Ages 9-1 Healthy Me	© Jigsaw PSHE Ltd	Changing Me	Being Me in My World	Celebrating Difference		Healthy Me	Relationships	Changi Me
Menta By the	al Wellbeing e end of Primary pupils d know: (H18) the characteristics and mental and physical benefits of an active lifestyle	Me in My		Dreams	- Ages 9-1 Healthy	© Jigsaw PSHE Ltd	Changing	Me in My	Celebrating Difference	Dreams	Healthy		
Menta By the	al Wellbeing e end of Primary pupils d know: (H18) the characteristics and mental and physical benefits of an active	Me in My		Dreams	Ages 9-1 Healthy Me	© Jigsaw PSHE Ltd	Changing Me	Me in My	Celebrating Difference	Dreams	Healthy Me 1,5,6	Relationships	
Menta By the should should	al Wellbeing e and of Primary pupils d know: (H18) the characteristics and mental and physical benefits of an active itesty: (H19) the importance of building (H19) the importance of building routines and how to achieve this for example, walking or cycling to school, adily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity	Me in My		Dreams	Ages 9-1 Healthy Me 6 6 6	© Jigsaw PSHE Ltd	Changing Me	Me in My	Celebrating Difference	Dreams	Healthy Me 1,5,6 1,5,6 6	Relationships	
Menta By the	al Wellbeing e and of Primary pupils d know: (H18) the characteristics and mental and physical benefits of an active treaty, (H19) the importance of building (H19) the importance of building (H19) the importance of building routines and how to achieve this, for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an	Me in My		Dreams	Ages 9-1 Healthy Me	© Jigsaw PSHE Ltd	Changing Me	Me in My	Celebrating Difference	Dreams	Healthy Me 1,5,6 1,5,6	Relationships	
Menta By the should grow the should be should	al Wellboing e and of Primary pupils d know: (118) the characteristics and mental and physical benefits of an active itessiys (119) the importance of building regular exercise into daily and weekly routines and how to achieve this; for anampis, waiking or oping to school, regular, vigorous exercise (120) the risks associated with an mactive lifestyk (including obenity (121) how and when to seek support including which adults to speak to in weath the anameter in the set of the set	Me in My		Dreams and Goals	Ages 9-1 Healthy Me 6 6 6	Jigsaw PSHE Ltd Relationships	Changing Me	Me in My	Cetebrating Difference	Dreams and Goals	Healthy Me 1,5,6 1,5,6 6	Relationships 1,2 1,2 1,2	
Menta By should should Physical path and fitness Physical path and fitness Physical path and fitness	al Wellbeing and of Primary pupils d hnow: [113] the characteristics and mental mar physical benefits of an active [113] the importance of building models of the importance of the importance (113) the importance of the importance of the importance (113) the importance of the importance of the importance (113) the importance of the importance	Me in My World		Preams and Goals	Ages 9-1 Healthy 6 6 6 1-6	Jigsaw PSHE Ltd Relationships	Changing Me	Me in My. World	Celebrating Difference	Preams and Goals	Healthy 1,5,6 1,5,6 6 1,6	Relationships 1,2 1,2 1,2	Me
Menta By should should Physical path and fitness Physical path and fitness Physical path and fitness	al Wellbeing end of Primary pupils c how: (118) the characteristics and mental and physical benefits of an active resive (119) the importance of building regular scarcing into daily and weekly routines and how to achieve this for regular scarcing into daily and weekly routines and how to achieve this for regular scarcing into daily and weekly routines and how to achieve this for regular, vigorous exercise (H20) the risks associated with an inactive filesyle (including cheeking (H21) how and when to scale support including wheat ho achieve their health to ally active the adults to speak to in school if they are worried about their health e und of Primary pupils d know: (H22) what constitutes a healthy dist	Me in My World	Difference	Preams and Goals Year 5 Dreams	Ages 9-1 Healthy Me 6 6 6 1-6 - Ages 9-1 Healthy	Jigsaw PSHE Ltd Search of the second secon	Changing Changing	Me in My. World	Difference	Dreams and Goals Vear 6 - Dreams	Healthy Me 1,5,6 1,5,6 6 1,6 Ages 10-1 Healthy	Relationships 1,2 1,2 1,2	Changi
Menta By should should Physical path and fitness Physical path and fitness Physical path and fitness	al Wellbeing end of Primary pupils throw: [113] the characteristics and mental and physical benefits of an active resize [113] the importance of building regular exercises into daily and weekly counties, waking or cycling to school, adily active mile or other forms of regular, vigorous exercise [123] the inter of the forms of regular, vigorous exercise [124] the risk associated with en nactive lifestyle (including obesity [124] the risk associated with en including which adults to speak to in school of they are worried about their nealth Ital Health and al Weilbeing end of Primary pupils d know: [122] what constitutes a healthy dief (including understanding calories and other nutritional content).	Me in My World	Difference	Preams and Goals Year 5 Dreams	Ages 9-1 Healthy Me 6 6 6 1-6 - Ages 9-1 Healthy	Jigsaw PSHE Ltd Search of the second secon	Changing Changing	Me in My. World	Difference	Dreams and Goals Vear 6 - Dreams	Healthy Me 1,5,6 1,5,6 6 1,6 Ages 10-1 Healthy	Relationships 1,2 1,2 1,2	Changi
Menta By the should should Physical partition Menta By the	al Wellboing e end of Primary pupils d know: [118] the characteristics and mental and physical benefits of an active intestyle (118) the importance of building regular exercise into daily and weekly routines and how to achieve this; for axample, walking or cycling to school, active licestyle (including obenity (1121) how and when to seek support including which adults to speak to in school if thys are worried about their health al Wellboing e end of Primary pupils d know: [(122) what constitutes a healthy diet (including understanding culores and how standing understanding culores and how multifus content)	Me in My World	Difference	Preams and Goals Year 5 Dreams	Ages 9-1 Healthy Me 6 6 6 1-6 - Ages 9-1 Healthy	Jigsaw PSHE Ltd Search of the second secon	Changing Changing	Me in My. World	Difference	Dreams and Goals Vear 6 - Dreams	Healthy Me 1,5,6 1,5,6 6 1,6 Ages 10-1 Healthy	Relationships 1,2 1,2 1,2	Changi



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	sical Health and			Year 5 -	- Ages 9-10)				Year 6 -	Ages 10-1	1	
By th	tal Wellbeing e end of Primary pupils Id know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				1,2						2		
Phys	sical Health and			Vear 5	- Ages 9-10	1				Vear 6 -	Ages 10-1	4	
Ment By th	tal Wellbeing e end of Primary pupils Id know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)		
prevention	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn					5					5,6		
Health and	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				Additional lesson on website (KS2)			-					
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing												
	(H31) the facts and science relating to allergies, immunisation and vaccination										1		
						30 © Jigsaw PSHE Ltd	2020						
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	sical Health and tal Weilbeing	Disc			Ages 9-10	Digsaw PSHE Ltd	NÇ'	Duba		and the second second	Ages 10-1		Phone in
Ment By th	tal Wellbeing e end of Primary pupils Id know:	Being Me in My World	Celebrating Difference		Ť	Digsaw PSHE Ltd		Being Me in My World	Celebrating Difference	and the second second	<mark>Ages 10-1</mark> Healthy Me	1 Relationships	Changing Me
Ment By th	tal Wellbeing e end of Primary pupils	Me in My	Celebrating Difference	Dreams	Ages 9-10 Healthy	Digsaw PSHE Ltd	Changing	Me in My	Cetebrating Difference	Dreams	Healthy		Changing Me

	cal Health and			Year 5	Ages 9-1	0				Year 6 -	Ages 10-	14	
By the	Il Wellbeing end of Primary pupils I know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
anging cent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						2-4						2
adoles	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						2						2,3







Jigsaw PSHE 11-16 (second edition, published 2020) is completely compliant with DfE statutory RSHE requirements for England (2019).

The grid below shows which Jigsaw lessons (shown by the numbers) in each Puzzle contribute to each RSHE outcome, demonstrating our spiral curriculum approach.

RELATIC	DNSHIPS and SEX			Year 7	[11-12]					Year 8	(12-13)		
By the e should k	nd of Secondary pupils cnow:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing M
	(FAMa) that there are different types of committed, stable relationships	5				2,3	3					2	1,2
(FAM)	(FAMb) how these relationships might contribute to human happiness and their importance for bringing up children						2,3						1,2
FAMILIES (FAM)	(FAMc) what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony						2,3	5					
						© Jigsaw	1 PSHE Ltd						
						© Jigsaw	1 PSHE Ltd						
RELATIC	NYSHIPS and SEX			Year 7	(11-12)		1 PSHE Ltd			Year 8	(12-13)		
RELATIC EDUCAT By the e should b	SNEKIIPS and SEX ION of Secondary pupils crows	Being Me in My World	Celebrating Difference	Year 7 Dreams and Goats	(11-12) Healthy Me	© Jigsaw	1 PSHE Ltd	Being Me in My World	Celebrating Difference	Year 8 Dreams and Goats	(12-13) Healthy Me	Relationships	Changing M
RELATI EDUCAT By the e should k	DistiliPS and SEX toor of al Secondary pupils more (FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into	Being Me in My World	Calebrating Difference	Dreams and				Being Me in My World	Celebrating Difference	Dreams and	STATE & LOUIS	Retationships	Changing M
RELATI EDUCAT By the e should b	nd of Secondary pupils crow: [FAMd] why marriage is an important relationship choice for many couples and why it must be	Being Me in My World	Celebrating Difference	Dreams and					Celebrating Difference	Dreams and	STATE & LOUIS	Relationships	Changing M
AMILIES (FAM)	one of elsendary pupils (FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into (FAMd) the characteristics and legal status of other twees	Being Me In My World	Celebrating Difference	Dreams and			Changing Me		Celebrating Difference	Dreams and	STATE & LOUIS	Retationships	



parenting (FAMg) how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe land to recognise this in others' relationships); and, how to seek help or advice, including about others, if meded

4,5

FAMILIES (FA

Empowering through education

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	NSHIPS and SEX ON				(11-12)					Year 8	(12-13)		
By the en should kr	id of Secondary pupils now:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR)	(RRa) characteristics of positive and healthy friendships (in att contexts, including trust, resect, honesty, kindness, generosity, boundaries, privacy, consent and the management of confliction reconcilation and ending, relationships. This includes different (non- sexual) types of relationship	5				1,2 3,5		2	4			2,3 4	1,2
RESPECTFUL RE	(RRb) practical steps they can take in a range of different contexts to improve or support respectful relationships	5,6	1,2 3,5			1,2 3,5		4				2,6	





	and the second				Second Second Second			1		7412 252	All and a state of the		
	ONSHIPS and SEX FION end of Secondary pupils know:	Being Me in My World	Celebrating Difference	Year 7 Dreams and Goals	(11-12) Healthy Me	Relationship	Changing Me	Being Me in My World	Celebrating Difference	Year 8 Dreams and Goals	(12-13) Healthy Me	Relationships	Changing
	(RRe) about	My World	Difference	Goals				My World	Difference	Goals			
SHIPS (RR)	different types of bullying lincluding cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help		1,4 5						4,5			4	
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR)	(RRf) that some types of behaviour within relationships are criminal, including violent behaviour and coercive control											2,4 6	
LATIONSHIPS, IN	(RRg) what constitutes sexual harassment and sexual violence and why these are always unacceptable												
RESPECTFUL RE	(RRh) the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal		4					5	3,4 5				
			<u> </u>		1	±	5 w PSHE Ltd				I		<u> </u>
					1	±	w PSHE Ltd			1	I		
ELATIC DUCAT y the e	ONSHIPS and SEX TON TON Ton of of Secondary pupils Answe	Being Me in W World	Celebrating		(11-12) Healthy Me	±	W PSHE Ltd	Being Me in My World	Celebrating	1.000000000000	(12-13) Healthy Me	Relationships	Changing
ELATIC DUCAT y the e hould i	ONSHIPS and SEX TON and of Secendary pupils forwing (OMa) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts,	Being Me in My World	Celebrating Difference	Year 7 Dreams and Goats		Ĵrgs	W PSHE Ltd	Being Me in My World	Celebrating Difference	Year 8 Dreams and Goals 3		Relationships	
y the e	ONSHIPS and SEX TON and of Secondary pupila New: (OMa) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online (OMb) about online risks, including online (OMb) about online risks, including online (OMb) about online risks, including online (OMb) about online risks, including online that any material someone provides to another has the potential to be at the difficulty of the moving potentially compromising		Celebrating Difference			Relationship	s Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals			Changing 3,4
	(MSIIIPS and SEX TON TON (OMa) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online (OMb) about online risks, including that any material someone profess to potentially of removing potentially compromising	4,6	Celebrating Difference			Relationships	s Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals		1,5	



Interview My World Difference Goals My World Difference Goals [OMe] the ingpact content 4 C C C C C C [OMe] the ingpact content 4 C C C C C C [OMe] that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, C C C C C		Relationships	Healthy Me	Dreams and					Year 7			DNSHIPS and SEX	LOUGAII
of viewing harmful 4 3 OMI) that specifically sexually explicit mornography presents a distorted picture of sexual behaviours, 3					Being Me in My World	Changing Me	Relationships	Healthy Me	Dreams and Goals	Celebrating Difference	Being Me in My World	nd of Secondary pupils mow:	By the en should k
specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours,	4			3							4	of viewing harmful	
z sexual partners	4											specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they	ONLINE AND MEDIA (OM)
10Mg1 that sharing and viewing indecent images of children (including those created by children is a criminal offence which carries severe penalties including jail.	4											indecent images of children (including those created by children) is a criminal offence which carries severe penalties	ONLINE
(0Mb) how information and data is generated, collected, shared 4		5									4	information and data is generated.	





RELATIO	ONSHIPS and SEX			Year 7	(11-12)					Year 8	(12-13)		
By the e should i	end of Secondary pupils know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing M
IDING SEXUAL HEALTH (ISR)	[ISRa] how to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship					1,2 3	3,4					2	1,2
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRb) that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing						1,5						1,2 3
INTIMATE AND SE	(ISRc) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause						1,2						

RELATIO	NSHIPS and SEX			Year 7	(11-12)					Year 8	(12-13)		
	nd of Secondary pupils now:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRd) that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	3				5						6	
ISHIPS, INCLUD	(ISRe) that they have a choice to delay sex or to enjoy intimacy without sex						3						1,2
EXUAL RELATION	ISRf) the facts about the full range of contraceptive choices, efficacy and options available												
IATE AND S	(ISRg) the facts around pregnancy including miscarriage						2						



RELATIO	NSHIPS and SEX			Year 7	(11-12)					Year 8	(12-13)		
By the er should k	id of Secondary pupils now:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	ISRb) that there are choices in relation to pregnancy With medically and legality accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help! IISRi) how the different sexually transmitted inficions different sexually transmitted, how risk can be reduced						2						
TE AND SEXUAL RELAI	through safer sex (including through condom use) and the importance of and facts about testing [ISRj] about the prevalence of some STIs, the impact they can												
IMATE AI	some STIs, the												





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PHYSIC	AL HEALTH AND MENTAL			Year 7						Year 8	(12-13)		
By the e should i	nd of Secondary pupils cnow:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing M
	(MWba) how to talk about their emotions accurately and sensitively, using appropriate vocabulary	2	1,2		1			4	1		2	2	1,2 3
	(MWb) that happiness is linked to being connected to others	3	1			2,3	5	1	5			2,4	1,2 3
(MM)	(MWc) how to recognise the early signs of mental wellbeing concerns				1,2					5,6	2		
TLBEING	(MWd) common types of mental ill health (e.g. anxiety and depression)				1,2						2		
MENTAL WELLBEING (MW)	(MWe) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	3		3,4 5,6	1,2 3,4 5	5		4	2,4	4,5 6			4,5
	(MWf) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness				2,4				5		1		





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Ungoint function of the service physical activity with	WELLBEI By the en should kr	ING Id of Secondary pupils now:	Being Me in My World	Celebrating Difference			Relationships	Changing Me	Being Me in My World	Celebrating Difference	1. 2010/00/00/00/00		Relationships	Changing I	
If pick about the science relating to be the science relation to be the science relating the science relation to be the science relation to	ESS (PH)	associations between physical activity and promotion of mental wellbeing, including as an approach to										1,2			
Science relating to latem cell donation Image: Coll donation Image: Coll donation <td cols<="" td=""><td>PHYSICAL HEALTH AND FITN</td><td>characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular</td><td></td><td></td><td></td><td>4</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td></td>	<td>PHYSICAL HEALTH AND FITN</td> <td>characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular</td> <td></td> <td></td> <td></td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td></td>	PHYSICAL HEALTH AND FITN	characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular				4						1		
15 9 Jigsaw PSHE Ltd Image: Second propils Year 7 (11-12) Year 8 (12-13) Year 8 (12-13) Propint in Chebrating Dreams and Healthy Me Relationships Changing Me Being Me in Py World Cheaning In Chebrating Dreams and Healthy Me Relationships Changing Me Being Me in Py World Changing Me In Chebrating Dreams and Healthy Me Relationships Changing Me Being Me in Py World Changing Me In Chebrating Dreams and Healthy Me Relationships Changing Me Being Me in Py World Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me in Difference Deams and Healthy Me Relationships Changing Me Being Me In Difference Deams and Healthy Me Relationships Changing Me Being Me In Difference Deams and Healthy M		science relating to blood, organ and													
Instruction Instruction Instruction Instruction Instruction Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction Image: Instruction <							© Jigsaw	PSHE Ltd							
	PHYSICA	L HEALTH AND MENTAL NO				(11-12)	© Jigsaw	PSHE Ltd			1. 2010/00/00/00	(12-13)			
	By the en should kr	d of Secondary pupils (HEa) how to maintain healthy eating and the links between a poor diet and health risks, including tooth	Being Me in My World	Celebrating Difference			© Jigsaw	PSHE Ltd	Being Me in My World	Celebrating Difference	1. 2010/00/00/00	Healthy Me	Relationships	Changing I	
	By the en should kr	d of Secondary pupils (HEa) how to maintain healthy eating and the links between a poor diet and health risks, including tooth	Being Me in My World	Celebrating Difference			© Jigsaw	PSHE Ltd	Being Me In My World	Celebrating Difference	1. 2010/00/00/00	Healthy Me	Relationships	Changing I	



HYSICA	L HEALTH AND MENTAL			Vear 7	(11-12)					Vear 8	(12-13)		
	ING id of Secondary pupils now:	Being Me in My World	Celebrating Difference			Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing M
(DAT)	(DATa) the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions				3						3,4		
AND TOBACO	(DATb) the law relating to the supply and possession of illegal substances				3						4		
DRUGS, ALCOHOL AND TOBACCO (DAT)	[DATc] the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood				3						3		5
	(DATd) the physical and psychological consequences of addiction, including alcohol dependency				3								
						© Jigsaw	17 PSHE Ltd						
HYSICA	L HEALTH AND MENTAL NO			Year 7	(11-12)					Year 8	(12-13)		
HYSICA FELLBE y the en hould ki	L HEALTH AND MENTAL NO d d Secondary pupils now.	Being Me in My World	Celebrating Difference		(11-12) Healthy Me		PSHE Ltd	Being Me in My World	Celebrating Difference	Year 8 Dreams and Goals	(12-13) Healthy Me	Relationships	Changing N
ACCO (DAT)	L HEALTH AND MENTAL NO d of Secondary pupils soor [DATe] awareness of the dangers of drugs which are presert serious health risks	Being Ma in My World	Celebrating Difference			S Jigsaw	PSHE Ltd	Being Me in My World	Celebrating Difference	1. DOUDLING TO DO	and the second	Relationships	Changing N
	d of Secondary pupils now: [DATe] awareness of the dangers of drugs which are prescribed but still present serious	Being Me in My World	Celebrating Difference		Healthy Me	S Jigsaw	PSHE Ltd	Being Me in My World	Celebrating Difference	1. DOUDLING TO DO	and the second second	Relationships	Changing M







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LTH AND MENTAL econdary pupils ABa) key facts but puberty, e changing olescent body	Being Me in My World	Celebrating Difference	Dreams and Goals	(11-12) Healthy Me	Planter and a second second					(12-13)		
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n	ABb) the ain changes hich take place males and males, and the pplications for notional and nysical health	hich take place males and males, and the pplications for notional and	hich take place males and males, and the plications for notional and	hich take place males and males, and the nplications for notional and	hich take place males and males, and the pplications for notional and	hich take place males and males, and the place interval of the pla	hich take place males and males, and the placations for notional and here the placation of the placet set of the pl	Inch take place males and males, and the placations for notional and here the placation for notion	Inch take place males and males, and the placations for notional and here the state of the state	Inch take place males and males, and the placations for notional and the placations for notional and the placations for notional and the notio	Inch take place males and males, and the placations for notional and the placations for notional and the placations for notional and the notio	Inch take place males and males, and the placations for notional and the placations for notional and the placations for notional and the notio

RELATIC	INSHIPS and SEX			Year 9 (A	ges 13-14)		i i			Year 10 (A	ges 14-15)		
By the e should b	nd of Secondary pupils mow:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(FAMa) that there are different types of committed, stable relationships											3	4
	(FAMb) how these relationships might contribute to human happiness and their importance for bringing up children					1,4		6				3	4
FAMILIES (FAM)	(FAMc) what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony											1,3	4
	(FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into											1	4



	SHIPS and SEX			Year 9 (A	ges 13-14)					Year 10 (A	ges 14-15)		
should kno	of Secondary pupils W:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing I
	(FAMe) the characteristics and legal status of other types of long-term relationships											3	4
	(FAMf) the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting												
FAMILIE	(FAMg) how to determine whether other children, adults children, adults othermatista are trustworthy judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if	1	1					5				5	1,2,4
	SHIPS and SEX				ges 13-14)						ges 14-15)		
By the end should kno	of Secondary pupils w:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing I
	(DDa)		1										
iships, including friendships (ri	(RRa) characteristics of positive and healthy friendships (inalt contexts, including online) including online) including online) including online) including online) including online) including online) including operation of the boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non- sexual) types of relationship	1,4,5	3			1,2		2,6	4	1		2,3	5


Is g, how they might normalise more constrained behaviour or encourage prejudice! 4,0 IRRdJ that in school and in wider society they can expect to be treated with respect by others,	e end of Secondary pupils	The second second second		Research Research Sector 2	ges 13-14)					Year 10 (A	ges 14-15)		
stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage le g, how they mon-consensual behaviour or encourage prejudice) (Redi btat in school and in wider society to be treated with respect by others,	ld know:	Being Me My World	n Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing M
school and in wider society they can expect to be treated with respect by others,	stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage [e.g. how they	, ation can e y lise ual		5		2	1		1,2,4				3,4
they should show 1/ 5/ 3/ 1 2	school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including people in position of authority and due tolerance of other people's	tect with hers, rn how 0 ting itions nd 0 of	5,6	3,4				1				3	1,3 4,5

RELATIO	NSHIPS and SEX			Year 9 (A	ges 13-14)					Year 10 (A	ges 14-15)		
	nd of Secondary pupils now:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SHIPS (RR)	(RRe) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	2	1,4					4				5	
CLUDING FRIEND	(RRf) that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	1,2,5	5			2,4			4			5	
ATIONSHIPS, IN	(RRg) what constitutes sexual harassment and sexual violence and why these are always unacceptable											5	
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR)	(RRh) the legal rights and responsibilities responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal		1,2	4					1,2				3,4



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RELATIO	NSHIPS and SEX			Year 9 (Ag	ges 13-14)					Year 10 (A	ges 14-15)		
	nd of Secondary pupils	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(OMa) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	3	4					3,4		3		4	
ONLINE AND MEDIA (OM)	(OMb) about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	3	4			3		3,4		3		4	
ONLIN	(OMc) not to provide material to others that they would not want shared further and not to share personal material which is sent to them							3,4					
	(OMd) what to do and where to get support to report material or manage issues online		4					3,4					



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	ONSHIPS and SEX			1. S. C. S. M. S.	ges 13-14)					Construction and Construction	ges 14-15)		
By the should	end of Secondary pupils know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE (BS)	(BSa) the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FOM, and how these can affect current and future relationships	1,2				3,4			4			5	
BEIN	(BSb) how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn [in all contexts, including online]	5				4						3	
	(in all contexts,												
							29 PSHE Ltd						
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EDUCATI				Year 9 (A	ges 13-14)					Year 10 (#	ges 14-15)		
By the en should ki	id of Secondary pupils now:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRa) how to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	1,5				1		6		1		1,3	5
SEXUAL RELATIONSHIPS, INCI	(ISRb) that all aspects of health can be affected by choices they make in sex and relationships, positively or e.g. physical, emotional, mental, sexual and reproductive health and					2,4 5,6				4,5		3	
INTIMATE AND SE)	(ISRc) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause					4							







RELATIO	NSHIPS and SEX			Year 9 (A	ges 13-14)					Year 10 (A	ges 14-15)		
	nd of Secondary pupils cnow:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DING SEXUAL HEALTH (ISR)	(ISRk) how the use of alcohol and drugs can lead to risky sexual behaviour	3			2			5			3		
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRI) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	3				2,4							

PHYSICA	L HEALTH AND MENTAL			Year 9 (A	ges 13-14)					Year 10 (A	ges 14-15)		
	nd of Secondary pupils now:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(MWa) how to talk about their emotions accurately and sensitively, using appropriate vocabulary	3,5	2,3 4	1,3 4	1	2	2,4	2	5		1,2	1,2 3	1,2 3,4 5
	(MWb) that happiness is linked to being connected to others	1	3			1		3	3	1	2	1,3	5
(MM)	(MWc) how to recognise the early signs of mental wellbeing concerns		2,3 4	4,5			1		5	3,5	2,4	2	3,4 5
SULBEING	(MWd) common types of mental ill health (e.g. anxiety and depression)			5			1	2		5	4		5
MENTAL WELLBEING (MW)	(MWe) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	1	4	4,5 6			1,2 4			3,4 5		2,5	1,2 3,4 5
	[MWI] the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness						3			2,4	2,4		







WELLBE	. HEALTH AND MENTAL NG			Teal 7 (A	ges 13-14)						ges 14-15)		
By the en should k	d of Secondary pupils ow:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing M
HEALTHY EATING (HE)	(HEa) how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer								6	4,5			
							37 PSHE Ltd						
PHYSICA Physical Phys	HEALTH AND MENTAL NG for Secondary pupils	Being Me in My World	Celebrating	Year 9 (A Dreams and Goats	ges 13-14) Healthy Me	© Jigsav	PSHE Ltd	Being Me in	Celebrating	Year 10 (A Dreams an Goals	ges 14-15) Healthy Me	Relationships	Changing (
By the er	(DATa) the facts about legal and illegal drugs and their associated risks, including the link between	Being Me in My World	Celebrating Difference	Dreams and		© Jigsav	PSHE Ltd	Being Me in My World	Celebrating Difference	Dreams and		Relationships	Changing I
By the er	d of Secondary pupils ow: (DATa) the facts about legal and illegal drugs and their associated		Celebrating Difference	Dreams and	Healthy Me	© Jigsav	PSHE Ltd	Being Me in My World	Cetebrating Difference	Dreams and	Healthy Me	Relationships	Changing I
DRUGS, ALCOHOL AND TOBACCO (DAT)	Id Secondary pupils over (DATa) the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the arguing the link to serious mental health conditions (DATb) the law relating to the supply and	3 3 3	Celebrating Difference	Dreams and	Healthy Me 2,3 4,5	© Jigsav	PSHE Ltd	Being Me in My World	Celebrating Difference	Dreams and	Healthy Me	Relationships	Changing I



PHYSICAL HEALTH AND MEN WELLBEING	TAL		Year 9 (A	ges 13-14)					Year 10 (A	ges 14-15)		
WELLBEING By the end of Secondary pupi should know:	s Being Me i My World	Celebrating Difference	Dreams and Goals		Relationships	Changing Me	Being Me in My World	Celebrating Difference		and the second se	Relationships	Changing Me
(DATe) aware of the danger drugs which a prescribed by present serio health risks	s of ire t still			5						3		
[DATe] aware drugs which is present serio (DATI) the facts about th harms from (DATI) the facts about th harms from (DATI) the facts about th harms from the link to lur cancer), the support to do	cco g itting cess			3						3		
						39 PSHE Ltd						
PHYSICAL HEALTH AND MEN WELLBEINO By the end of Secondary pupi		Celebrating Difference	Dreams and	ges 13-14) Healthy Me	Jigsaw کی اور		Being Me in Mv World	Celebrating	Dreams and	i <mark>ges 14-15)</mark> Healthy Me	Relationships	Changing Me
By the end of Secondary pupi should know: (HPa) about personal hygi germs includ bacteria, viru	Being Me i My World	Celebrating Difference			Jigsaw کی اور	PSHE Ltd	Being Me in My World	Celebrating Difference	and the second	A COLORADO STATE	Relationships	Changing Me
personal hygi germs includ bacteria, viru	Being Me i My World My World ene, ng ses, nent n d d c ses ental 9 od g, thy ular	Celebrating Difference	Dreams and		Jigsaw کی اور	PSHE Ltd	Being Me in My World	Celebrating Difference	Dreams and	A COLORADO STATE	Relationships	Changing Me
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NT BODY (CAB)	(CABa) key facts about puberty, the changing adolescent body and menstrual wellbeing						5						5
CHANGING ADOLESCENT BODY (CAB)	(CABb) the main changes which take place in males and females, and the implications for emotional and physical health						2,5						5
							43						
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	NSHIPS and SEX EDUCATION							Being Me in	Celebrating	- Interesting of the second second	iges 15-16) Healthy Me	Relationships	Changing
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IONSHIPS and SEX EDUCATION end of Secondary pupils should know:	Year 11 (Ages 15-16)						
		Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing M	
[RRa] characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.		n/a	3		4	n/a	
IRRb) practical steps they can take in a range of different contexts to improve or support respectful relationships	2	n/a	5		1	n/a	
(RRc) how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	2	n/a			2,3	n/a	
(RRd) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs		n/a			2,3	n/a	
(RRe) about different types of bullying lincluding cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help		n/a			2,3 4	n/a	
[RRf] that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	2,3 4	n/a			5	n/a	
(RRg) what constitutes sexual harassment and sexual violence and why these are always unacceptable		n/a		5	5	n/a	
(RRh) the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	3	n/a			2,3	n/a	





	INSHIPS and SEX EDUCATION nd of Secondary pupils should know:	Year 11 (Ages 15-16)						
sy the e	na at secondary pupilis snoula knowi	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
	(OMa) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	4	n/a			3	n/a	
_	(OMb) about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	4	n/a				n/a	
(MO) A	[OMc] not to provide material to others that they would not want shared further and not to share personal material which is sent to them	4	n/a				n/a	
MEDIA	(OMd) what to do and where to get support to report material or manage issues online	4	n/a	5		3	n/a	
AND	(OMe) the impact of viewing harmful content	4	n/a				n/a	
ONLINE	[OMf] that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners	4	n/a				n/a	
	[OMg] that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	4	n/a				n/a	
	(OMh) how information and data is generated, collected, shared and used online	4	n/a				n/a	



		2					
LATIONSHIP	75 and SEX EDUCATION			Year 11 (/	Ages 15-16)		
the end of Se	econdary pupils should know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing M
(BS) hat aff	Sal the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, rassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can fect current and future relationships	2	n/a		3,5	5	n/a
	Sb) how people can actively communicate and recognise consent from others, including sexual consent, and w and when consent can be withdrawn [in all contexts, including online]	2,3	n/a		3	1	n/a
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	© Jigsaw PSHE Ltd						
		Being Me in Mv World	Celebrating	Dreams and	Ages 15-16) Healthy Me	Relationships	Changing M
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	. HEALTH AND MENTAL WELLBEING d of Secondary pupils should know:	Year 11 (Ages 15-16)						
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	(MWa) how to talk about their emotions accurately and sensitively, using appropriate vocabulary		n/a	1	2	1	n/a	
*	(MWb) that happiness is linked to being connected to others		n/a	4		1	n/a	
	(MWc) how to recognise the early signs of mental wellbeing concerns		n/a	1	1	4	n/a	
	(MWd) common types of mental ill health (e.g. anxiety and depression)		n/a	1	1		n/a	
	[MWe] how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	2	n/a	2,5		4	n/a	
	[MWI] the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness		n/a	1			n/a	



	VSICAL HEALTH AND MENTAL WELLBEIND the end of Secondary pupils should know:		Year 11 (Ages 15-16)						
y the en			Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me		
Y AND HARMS (IS)	(ISa) the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their lite online, over-relatione on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	4	n/a			3	n/a		
INTERNET SAFET	(ISb) how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	4	n/a			3	n/a		

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	L HEALTH AND MENTAL WELLBEING nd of Secondary pupils should know:				ges 15-16)	
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships Changing M
(HH)	(PHa) the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress		n/a	1		n/a
PHYSICAL HEALTH AND FITNESS (PH)	[PHb] the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health		n/a			n/a
PHYSICAL HE	(PHc) about the science relating to blood, organ and stem cell donation		n/a			n/a
				<u> </u>		

Appendix 2 – by the end of primary school aged pupils should know

Торіс	Pupils should know
Families and people who care about me	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 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Торіс	Pupils should know



Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
	Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 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
Online relationships	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
Being safe	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



Appendix 3- by the end of secondary school aged pupils should know

Торіс	Pupils should know
Families	That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony Why marriage is an important relationship choice for many couples and why it must be freely entered into The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship Practical steps they can take in a range of different contexts to improve or support respectful relationships How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help That some types of behaviour within relationships are criminal, including violent behaviour and coercive control What constitutes sexual harassment and sexual violence and why these are always unacceptable The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal



Online and media	Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online The impact of viewing harmful content That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail How information and data is generated, collected, shared, and used online
Торіс	Pupils should know
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others That they have a choice to delay sex or to enjoy intimacy without sex The facts about the full range of contraceptive choices, efficacy, and options available The facts around pregnancy including miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing About the prevalence of some STIs, the impact they can have on those who contract them and key facts about How the use of alcohol and drugs can lead to risky sexual behaviour How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



** It must be noted pupils with SEND may experience a bespoke RSE curriculum that is considerate to their needs and development age.

Appendix 4- Parent form - withdrawal from sex education within RSE

To be completed by parents					
Name of child		Class			
Name of parent		Date			
Reason for withdrawing from	m sex education within relation	onships and s	ex education		
Any other information you would like the school to consider					



Parent signature		

To be completed by the schoo	þl	
Agreed actions from discussion with parents		

