



let
your
light
shine

CRANFORD PARK CE PRIMARY SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

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

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, 2019

UN Convention on the Rights of the Child	
Article 19	You have the right to be protected from harm in any way.
Article 36	You have the right to be protected from being taken advantage of or exploited in any way.

Responsibility for implementation:	Headteacher, all staff
Responsibility for approval:	FGB
Review cycle:	Annual
Date Agreed:	February 2024
Next Review Date:	Spring 2025

This policy should be read in conjunction with the following policies:

- Behaviour and Anti-bullying Policies
- PSHE Policy and Curriculum
- Science Curriculum
- SEND Policy
- Acceptable Use Policies and Agreements
- Online safety Policy
- Safeguarding and Child Protection Policy

At Cranford Park CE School, we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. We recognise our responsibility under the Education Act 1996 and statutory guidance, 2019 and from September 2020 statutory. Statutory Relationships Education and Health Education is taught through the PSHE curriculum, alongside the essential understanding of how to be healthy. This is an essential part of a child’s education and puts in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Ethos and Values

As a Church of England School, we embrace the uniqueness of everybody and are inclusive of all. Our Christian vision and values guide all that we do and we seek to champion the adults of tomorrow, developing Christian values in all our pupils and preparing them to be reflective and responsible members of society. Our Relationships Education reflects our Christian ethos, demonstrating and encouraging:

- acceptance and tolerance of individual differences.
- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their own family

Our PSHE curriculum is designed to develop life skills which will enable pupils to manage change, make healthy, safe choices, build character, be resilient, and become reflective and responsible members of society. Our Relationships Education will provide pupils with knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. Our curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- provides a framework in which sensitive discussions can take place
- enables children to come to an understanding of their own bodies, instincts and feelings in order to be prepared for puberty and to give them an understanding of sexual development and the importance of health and hygiene
- teaches pupils the correct vocabulary to describe themselves and their bodies
- promotes the development of positive self-esteem and self-confidence.
- creates a positive culture around the issues of sexuality and relationships

Aims

The aim of this policy is to

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Support parents and carers to understand Relationships Education and to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education
- Comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which make Relationships and Health Education compulsory for our pupils and the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).
- Have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school policy

Sex Education

Relationships Education at Cranford Park CE School is taught through our PSHE curriculum using the JIGSAW PSHE Scheme of Work and Resources. Any elements of Sex Education are taught as part of our PSHE Curriculum, in the context of Relationships Education, or through our Science curriculum (See details below). At Cranford Park CE Primary School, we have made the decision *not* to teach any additional sex education to our children.

Our PSHE curriculum (Jigsaw Scheme) includes the following elements:

- Reception - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

We also cover elements in our science curriculum. The statutory content of the National Curriculum requires maintained schools to teach children about human development, including puberty, and reproduction.

In Year 1, children learn the scientific names of body parts.

In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They learn that animals, including humans, have offspring which grow into adults, that most animals reproduce sexually and that this involves two parents where the sperm from the male fertilises the female egg. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

Curriculum Intent

Relationships Education at Cranford Park CE School is taught through our PSHE curriculum using the JIGSAW PSHE Scheme of Work (Appendix A) and Resources. Jigsaw has been chosen as a suitable programme because it covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way. It maps all statutory regulations and ensures we keep up to date. It teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance and covers:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe

Jigsaw offers detailed weekly lesson plans with all resources and supports staff with free ongoing mentoring and a training library.

The school has also paid heed to Hampshire Guidelines for Sex Education when creating its policy and will:

- Provide information which is easy to understand and relevant
- Ensure content is appropriate to the age and maturity of the pupils
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and attitudes.
- Teach SE in the context of relationships.

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It enables them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their online and offline lives, how to report any concerns or abuse and where to access help when needed.

Our Relationships Education gives pupils the knowledge and understanding to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Learn strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand that the principles of positive relationships also apply online; know how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material, or entering into social media conversations that can cause them harm
- Recognise intimate physical relationships are for adults

Curriculum Implementation

All aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level and are delivered through the PSHE curriculum.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which allow children to explore what is being taught without sharing their own personal experiences in the lesson. We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and we teach pupils to respect difference, promote equality and challenge prejudice.

The curriculum is delivered by class teachers as part of their weekly PSHE lessons. As in all subject areas, delivery of PSHE is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated support and creating an inclusive learning environment which is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during PSHE lessons where appropriate to their needs.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. We recognise, given ease of access to the internet, that children whose questions go unanswered may turn to inappropriate sources of information. Pupils are therefore encouraged to ask questions and raise issues in a respectful and appropriate manner. A ‘communication box’ is available in each classroom for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise. Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Curriculum Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help.

Roles and Responsibilities

The Governing Body

It is the statutory responsibility of the Governing Body to ensure the school has a compliant and up to date Relationships policy. The Governing Body will review this policy annually and will hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education. The Headteacher will review this policy annually.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes and values
- Monitoring progress of pupils
- Responding to the needs of individual pupils, while identifying and sharing concerns

Pupils

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

Working with Parents and Carers

We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

At Cranford Park CE Primary School, any sex education is taught as part of our Relationships and PSHE curriculum, or as part of the Science Curriculum. As Sex Education is not statutory at primary, parents and carers have the right to withdraw their child from any designated Sex Education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum. We encourage parents/ carers to make an appointment to come in and speak to the class teacher about any concerns they may have. Requests for withdrawal should be put in writing to the Headteacher.

To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019), our school community were consulted on changes to this policy in February 2023.

Equality Statement

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Policy date: February 2024

Policy review: Spring 2025

Appendix A: Curriculum

KS1



Jigsaw SRE Content The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle 6.

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content	Safeguarding
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	Connect us - Paired activity: changes from baby to adult Open my mind - whole class sing 'Changing as I grow' Show me or Tell me - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Teacher led discussion using photographs showing similar growth stages for humans. Let me learn - Paired activity - Life cycles, sorting the life cycle cards into the right order Help me reflect - Draw and write individual activity - 'me now and what I want to be when I grow up'.	Neglect
1	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	Open my mind - whole class sing 'Changing as I grow' Show me or Tell me - baby photo session. Distinguish between changes: body, appearance, abilities, Let me learn - individual activity, writing about how you have changed since you were a baby / little Help me reflect - individual draw and write activity: 'I am pleased I am getting older because...'	Neglect Poor parenting <i>An alternative activity may be necessary for children who do not have access to a photo of themselves as a baby (adopted, in care, refugee, asylum seeker etc.)</i>
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	Open my mind - Whole class activity using PowerPoint slides of animals, can we identify males and females? Show me or Tell me - Same gender pairs can we identify gender from appearance alone (list three ways)? Introduction to male female 'private' body parts: penis, vagina, testicles (as covered by a swim suit). Let me learn - Class sorting activity using two hoops (intersecting) and the body part cards (emphasis on using correct names) Help me reflect - Individual draw and write activity - me in a swim suit with labelled body parts including genitalia and the correct terms.	Female genitalia mutilation Physical abuse Sexual abuse
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	Connect us - 'Find your pair' card activity to get in pairs and consider what has changed between the two card images (young animal to adult animal) Open my mind - Sing 'Changing as I grow' and go through the song lyrics identifying changes in the song (and add own ideas). Reinforce change is sometimes out of our control and it's OK. Tell me or Show me - whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles. Let me learn - Draw and write individual activity to show what they know about a life cycle.	Poor parenting Neglect Emotional abuse
2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	Open my mind - Sing the Jigsaw Song: Changing as I grow. Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person. Tell me or Show me - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc. Let me learn - Using the Leaf template, individual draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older. Help me reflect - Individual activity, complete the sentence stem: 'One thing that changes, in a good way, when we get old is...'	Physical abuse <i>An alternative activity may be necessary for children who do not have access to photos of their grandparents.</i>
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	Connect us - Circle time activity (talking partners first) complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...' Open my mind - Whole class activity using the story of Titch and discuss the theme of growing. Tell me or Show me - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.	Poor parenting Neglect Physical abuse Emotional abuse Sexual abuse
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl	Open my mind - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class. Show me or Tell me - Whole class sorting activity, body parts specific /not specific to gender Let me learn / Help me reflect - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.	Gender -based violence Physical abuse Female genitalia mutilation
2	Piece 5 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	Connect us - circle time activity, pass the touch. Discuss when we use touch, positive and negative. Tell me or Show me - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like. Let me learn - Individual draw and write activity; 'two types of touch I like'. Help me reflect - Individual draw and write activity; 'One way I like touch is when...'	Physical abuse Sexual abuse Emotional abuse Personal Safety Neglect <i>Ensure children know some touches we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</i>

KS2

3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals	Connect us - using pair cards, find your partner and talk about changes from being a baby to an adult. Open my mind - Class activity, introduction using PowerPoint to females having babies and males having an important parenting role. Tell me or Show me - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her. Let me learn - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Help me reflect - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).	Poor parenting Neglect <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
3	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family	Connect us - whole class sing 'Changing as I grow' - and think about changes from being a baby to now Open my mind - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical). Tell me or Show me - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb. Let me learn - individual draw and write activity - what a baby needs to survive and live and grow. Help me reflect - Individual activity, list the 3 most important things a baby needs to survive and grow.	Neglect Poor parenting Emotional abuse Physical abuse
3	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings	Connect us - circle time activity; changes that have happened and good and bad things about change. Open my mind - Class activity to introduce the word puberty and changes outside the body. Tell me or Show me - class sorting activity using body cards. Reinforce puberty changes with PowerPoint. Let me learn - Paired activity using resource sheet 'My Life, My Changes'. Help me reflect - individual reflection on what may be worrying them about growing up and what they are looking forward to.	Physical abuse Sexual abuse Emotional abuse Neglect
3	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings	Open my mind - Class discussion, where does a new life start from? Pick out differences (chicken lay eggs etc.) Tell me or Show me - Class activity, PowerPoint slides to identify and explain the key elements of puberty changes inside the body and how the changes link to the start of a new life. Let me learn - Paired activity using 'The Great Growing Up Adventure'. Help me reflect - Question Answer session using 'Jigsaw Jino's Private Post Box'. Respond to the questions with the class and deal with things in a form such as "Jigsaw Jino tells me some people aren't sure about... Let me explain it..."	Physical abuse Sexual abuse Emotional abuse Neglect Female genitalia mutilation <i>If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.</i>
3	Piece 5 Family Stereotypes	start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes	Open my mind - class activity using Task cards to think about male/female roles. Tell me or Show me - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken. Let me learn - In groups design a pillow case for a boy/girl. Is it stereotypical? Complete the sentence: "Our design is/is not stereotypical because..." Help me reflect - individual reflection, who does which jobs in their home?	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying <i>Be mindful of cultural difference.</i>
4	Piece 1 Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being	Open my mind - class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us. Tell me or Show me - Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.) Let me learn - Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Also link to grandparent characteristics as well as those that are unique. Help me reflect - Individual draw and write activity, 'Being a truly unique human being makes me feel...'	Neglect <i>Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.</i>
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult	Open my mind - Class activity to review making special things i.e. a baby. Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask - Does everybody have to have a baby? Tell me or Show me - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System. Let me learn - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce. Help me reflect - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.	Physical abuse Emotional abuse Sexual abuse Gender -based violence <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.</i>
4	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Connect us - Whole class activity to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion. Open my mind - Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Reproductive System. Tell me or Show me - whole class activity to go through the stages of menstruation. Let me learn - Paired/small group sorting activity using 'Menstruation Cards' Help me reflect - Using Jigsaw Jaz to raise any worries about growing up.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying

5	Piece 1 Self-Image and Body-Image	be aware of my own self-image and how my body image fits into that know how to develop my own self esteem	Connect us - whole class circle activity, rolling the ball and giving compliments Open my mind - small group sorting activity, using 'Self-image Cards', Give each card a happy / sad face. Discuss where these perceptions come from (the happy/sad faces) and share the PowerPoint slide to help children understand this issue. Tell me or Show me - Individual activity to explore how we see ourselves (self-image), using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem*. Group activity using the 'Gingerbread person image' to create someone with high self-esteem. Let me learn - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples). Individual activity to change a sad face self-image card from Open my Mind, into a positive one. Help me reflect - Individual activity to write their affirmations on the front of their cards and take a few minutes in silence (perhaps with some gentle music) to repeat these to themselves. This will start to change the perceptions held in the subconscious.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one-to-one basis.</i>
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me	Connect us - Using a carousel to work in different pairs, discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed? Open my mind and Tell me or Show me - Whole class revisit what is needed to make a baby. Show PowerPoint with pictures of sperm and eggs. Go through how the female body prepares itself to have a baby using the animation 'The Female Reproductive System'. Let me learn - Whole class revisit different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing). Help me reflect - sharing their work from Let me Learn. Remind children to use Jigsaw Jez's private post box for any questions they have, but don't want to say out loud.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal safety
5	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty	Connect us - Circle activity to recap on changes that happen to us as we grow and go through puberty. Open my mind - Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Point out there are no worn or write answers and that opinions will vary. Tell me or Show me - Using the PowerPoint slides of the male organs, ensure all the children understand the male reproductive system. Use the animation: The Male Reproductive System to reinforce this. Small group activity using 'Boys n' Puberty Quiz'. Review the answers together. Let me learn - Paired activity to produce an information leaflet or PowerPoint presentation for children aged 7 - 9, with the title 'Puberty - It Happens To Us All'. Help me reflect - whole class circle activity to share what they have produced and compare notes on the kind of questions and topics they have chosen to address.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex whereas for others this will mean fancying someone of the opposite sex. If it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard.</i>
5	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways	Connect us - whole class activity using Relationships Cards to think about the types of relationships there are. Sort into different categories of relationship e.g. Family, Peer (may need explaining). Working and Relationships with Physical Attraction. Open my mind - Small group activity to consider relationships that become a couple and decisions to have a baby. Using 'Having a Baby Diamond 9 cards' to sort most important/ least important*. Tell me or Show me - Introduce the word 'Conception' - the moment when a new life begins. Use the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens. Introduce the term sexual intercourse. Show the PowerPoint slides of a baby in the womb to recap how new life grows. Let me learn - Small group sorting activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding Help me reflect - Review and discuss the learning from the session. Remind them of the Private Post Box for the questions they're still not sure about, or that may occur to them later.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>* The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether people with disabilities should have a family, whether parents need to be married, whether it is right for same sex couples to bring up children. Always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.</i>
6	Piece 1 My Self Image	aware of my own self-image and how my body image fits into that know how to develop my own self-esteem	Open my mind - Class activity using the PowerPoint image of make-up/airbrushing. Discuss the terms 'real' self-image and 'ideal' self-image Tell me or Show me - Individual activity to consider words associated with 'real self-image', using the self-image template. Highlight words that are associated with body image. Repeat for 'ideal self-image'. What problems are there is not being your ideal self-image? Discussion about how this links to good / poor self-esteem. Let me learn - Individual activity, using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie. Help me reflect - Individual draw and write activity, 'The main ingredient in my self-esteem smoothie is...	Physical abuse Emotional abuse Sexual abuse Neglect
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty	Connect us - Starter activity to complete the 'Growing-Up bingo card'. Go through these as a class. Open my mind - Class (stand up - sit down) activity using the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. Tell me or Show me - Class activity using the PowerPoint slides showing girl to woman and boy to man and the animations (The Female/Male Reproductive Systems) to reinforce learning. Let me learn - Small group sorting activity to play the Puberty Truth or Myth game, to reinforce learning and highlight any unknowns. Help me reflect - Individual activity to write privately and anonymously, at least one question they have in their mind concerning puberty and growing up, (these questions will be used in the next session). Other questions can go into Jen's Private Post Box.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation
6	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive	Connect us - Paired activity to reinforce trust and depending on each other. Open my mind - Circle activity to play the Puberty Round. Let me learn - Single gender activity (if possible)* using the questions from Help me Reflect in Piece 2. Groups discuss the question and agree a helpful answer. Class activity to share questions and answers. Reminder of the importance for trust, respect and consideration when talking about such sensitive and important issues. Help me reflect - Circle activity to make sure everyone is OK with the answers and doesn't have any further questions.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal Safety <i>*This Piece should, if it can be arranged, provide the opportunity for a single gender session, preferably working with a teacher or facilitator of their own sex and to ask questions.</i>
6	Piece 4 Babies - Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby	Open my mind - Class discussion to consider a baby developing. Use the PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' Tell me or Show me - Range of activities to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth' Let me learn - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swap cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally). Help me reflect - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future?	Neglect Physical abuse Emotional abuse Sexual abuse <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
6	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Open my mind - Class mind mapping activity for the word 'independence'. Tell me or Show me - Small group activity using birthday cards (aimed at 13 year olds) to discuss perceptions (negative and positive aspects) of being a teenager. Class discussion to draw out key aspects and to reiterate that with additional 'rights' come responsibilities. Let me learn - Small group activity using the 'holding hands' cards to discuss what physical attraction is. Help me reflect - Individual writing activity to reflect on ways to cope with growing up.	Neglect Physical abuse Emotional abuse Sexual abuse Child sexual exploitation <i>When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.</i>