



# HALLFIELD SCHOOL

## RELATIONSHIPS AND SEX EDUCATION POLICY

<b>Head Master</b>	Mr K Morrow	
<b>Chairman of Governors</b>	Mr T Venner	
<b>Staff member with responsibilities</b>	Deputy Heads (Head of Prep and Head of Pre-Prep)	
<b>Subcommittee with responsibilities</b>	Education	
<b>ISI Regulatory Policy</b>	Yes	
<b>Date adopted by Governing Board</b>	Date:	Summer 2021
<b>Date for policy review</b>	Summer 2024 (unless new legislation requires amendment)	



# HALLFIELD SCHOOL

## POLICY STATEMENT

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In terms of the government's statutory guidance (Feb. 2019), relationships education applies to children of primary school age (up to the end of Year 6). In Hallfield *Seniors* (from Year 7), the school includes in its PSHE curriculum areas of the government statutory requirements on Relationships and Sex Education appropriate to Years 7 & 8.

Relationships and sex education is lifelong learning about physical, moral and emotional development; most particularly in connection with others. It is about the understanding of the importance of family life, stable and loving relationships, friendships, how to live well in relation to others, online relationships, respect, love and care. It supports the development of resilience, well-founded and safe choices, knowing how and when to ask for help, and where to access support. It is also about the age-appropriate teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Relationships and sex education is a statutory responsibility of the school. It is, however, parents who are usually their children's first teachers in much of this critical area. The school's provision of relationships and sex education seeks to support parents. The school included parental consultation in the creation of this policy and will do so when reviewing it; it also offers the extension of its support to parents through access to RSE resources and presentations where possible.

Parents' right to withdraw their child/children from some or all aspects of that which is designated 'sex education' that are not part of the National Curriculum for science are detailed in the relevant section below.

The delivery, monitoring and evaluation of PSHE and RSE provision is led by the Heads of PSHE (Pre-Prep and Prep), reporting to the respective Deputy Heads.

## SAFEGUARDING STATEMENT

Hallfield School is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care. It is committed to all aspects of its Safeguarding and Child Protection Policy.

RSE encompasses a number of important topics both broadly and explicitly related to safeguarding. Topic coverage will include the knowledge to recognise and report abuse, including what pupils can do if they have concerns about a friend. Those staff delivering RSE ensure an ongoing awareness of the ways in which RSE interrelates with the school's wider safeguarding and pastoral policies.

## **EQUAL OPPORTUNITIES STATEMENT**

The aims of the school and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, or pregnancy/maternity status. Equally, these characteristics will be recognised and respected, and the school will aim to provide a positive culture of tolerance, equality and mutual respect. PSHE and RSE planning is informed by the existence and needs of these protected characteristics.

There is especial awareness of the multi-faith and multi-cultural nature of the Hallfield community and the implications of this for the teaching of RSE. Parental consultation was undertaken in the creation of this policy. All parents were able to provide comments and feedback for consideration by electronic survey and several families of each faith within the school kindly had extended phone calls with key staff.

## **SCOPE**

This policy pertains to all staff and pupils, including EYFS.

## **AIMS**

Hallfield School believes that RSE is an entitlement of all pupils and an integral part of each pupil's emergence into adulthood and, as an entitlement of all pupils, should be firmly rooted in the framework for pastoral care. It should be delivered appropriately for the age and needs of each pupil and in a variety of ways, through:

- Formal curriculum lessons
- Personal, Social, and Health Education
- Work done in groups such as Year or Form groups and individually with each child.

We aim:

- for partnership between home and school, making teaching relevant to pupils at each stage in their development and maturity;
- to promote the spiritual, moral, cultural, mental and physical development of pupils at the school;
- to prepare each pupil for the opportunities, responsibilities and experiences of adult life, to encourage personal responsibility and a fundamental respect for others in all forms of behaviour and promote the ability to take well-founded decisions; as such, to teach the concept and importance of consent throughout
- to promote responsibility to the school, its pupils and its community;
- to encourage self-esteem and resilience;
- to encourage respect, consideration and sensitivity to the needs and views of others;
- to provide support and information for children and their parents;
- to encourage all our pupils to lead a healthy lifestyle;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adolescence;
- to enable pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of stable, loving relationships for the bringing up of children;
- to ensure that pupils' views are actively sought to influence lesson planning and teaching.

The aim of this policy is to communicate clearly to staff, parents, governors, pupils and any potential visiting contributors the context, ethos and manner in which relationships and sex education will be delivered.

## **HALLFIELD SCHOOL RSE PROGRAMME & CONTENT**

### **EYFS**

Across the EYFS, RSE forms a significant part of the Personal, Social and Emotional Development curriculum. Personal, Social and Emotional Development is one of three prime areas of learning that are recognised as underpinning all other areas of learning from birth.

Personal, Social and Emotional Development is broken into three aspects: making relationships; self-confidence and self-awareness; and managing feelings and behaviour. The EYFS curriculum along with Development Matters breaks these areas down further.

#### **Birth to 3**

Establish their sense of self.  
Express preferences and decisions, establishing their autonomy.  
Feel strong enough to express a range of emotions.  
Be increasingly able to talk about and manage their emotions.  
Develop friendships with other children.

#### **3 and 4 year olds**

Develop their sense of responsibility and membership of a community.  
Find solutions to conflicts and rivalries.  
Develop appropriate ways of being assertive.  
Talk with others to solve conflicts.  
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
Understand gradually how others might be feeling.

#### **Reception**

See themselves as a valuable individual.  
Build constructive and respectful relationships.  
Express their feelings and consider the feelings of others.  
Identify and moderate their own feelings socially and emotionally.  
Think about the perspectives of others.

#### **ELG: Self-Regulation**

Children at the expected level of development will:  
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

#### **ELG: Building Relationships**

Children at the expected level of development will:  
Work and play cooperatively and take turns with others;  
Form positive attachments to adults and friendships with peers;  
Show sensitivity to their own and to others' needs.

Adults support EYFS children in, and plan opportunities for, the development of emotional literacy. They foster positive relationships and nurture secure attachments. Careful modelling and coaching allows children

to develop respectful relationships with their peers along with the necessary skills to stand up for themselves and resolve conflicts appropriately.

As part of the Communication and Language and Personal, Social and Emotional Development curriculum, Foundation children are encouraged to articulate when they do or do not like an activity or action, while continuing to respect the feelings and wishes of their peers. The sensitive responses of adults ensure children understand they have a voice and a right to be heard. This in turn, promotes autonomy and a sense of agency within our youngest children. During creative play, as part of the Expressive Arts and Design curriculum, children are encouraged to explore different roles by dressing up and playing imaginatively with their peers. Individual choices and preferences are respected and celebrated, and any negative stereotypes are gently challenged.

As children move through Foundation and into Reception, RSE is approached more explicitly, for example, with the teaching of 'the pants rule' to develop children's understanding that some parts of their bodies are private. Carefully planned circle time activities support children's developing understanding of safe and unsafe situations, and how to find help from trusted adults when they need it. This includes a focus on e-safety, where children explore how to stay safe online. Children learn about different types of families as part of the Understanding The World curriculum, and carefully chosen storybooks further support children's developing understanding and acceptance of different ways of life.

### **Year 1 and above**

The school's RSE curriculum from Year 1 onwards is delivered through the fully up-to-date *Jigsaw* programme of work. This is a carefully-devised, nationally-recognised PSHE programme that reflects the diverse and manifold needs of children growing up in modern British society.

In the *Jigsaw* programme, each half of term of the academic year covers a particular 'piece' (theme) of the PSHE & RSE curricula. The areas most specific to RSE are:

#### *Celebrating difference*

- making new friends (Year 1)
- boys and girls (Year 2)
- gender diversity (Year 2)
- celebrating difference and still being friends (Year 2)
- families (Year 3)
- family conflict (Year 3)

#### *Relationships*

- All content (see below)

#### *Changing me*

- All content (see below)

The *Jigsaw* programme, as a whole, coordinates overarching themes and topics across year groups at the same times of year each year, and fully supports the school's approach to developing resilience and an awareness of the importance of good mental health.

The *Jigsaw* programme – or a part thereof – is available upon request from Miss Dicks (Head of PSHE, Pre-Prep) [ddicks@hallfieldschool.co.uk](mailto:ddicks@hallfieldschool.co.uk) or Miss Castleton (Head of PSHE, Prep) [bcastleton@hallfieldschool.co.uk](mailto:bcastleton@hallfieldschool.co.uk) as appropriate.

The table below provides an overview of the themes and topics, and when they're taught.

Year Group	Autumn 1 – Being Me in My World	Autumn 2 – Celebrating Difference	Spring 1 – Dreams and Goals	Spring 2 – Healthy Me	Summer 1 - Relationships	Summer 2 – Changing Me
Year 1	Special and safe My class Rights and responsibilities Rewards and Feeling Proud Consequences	'The same as...' (Similarities) 'Different from...' (Differences) What is 'bullying'? What do I do about bullying? Making new friends Celebrating difference; celebrating me	My Treasure Chest of Success Steps to Goals Achieving Together Stretchy Learning Overcoming Obstacles Celebrating My Success	Being Healthy Healthy Choices Clean and Healthy Medicine Safety Road Safety Happy, Healthy Me	Families Making Friends Greetings People Who Help Us Being My Own Best Friend Celebrating My Special Relationships	Life Cycles Changing Me My Changing Body Boys' and Girls' Bodies Learning and Growing Coping with Changes
Year 2	Hopes and Fears for the Year Rights and Responsibilities Rewards and Consequences Our Learning Charter	Boys and girls Why does bullying happen? Standing up for myself and others Gender diversity Celebrating difference and still being friends	Goals to Success My Learning Strengths Learning with Others A Group Challenge Celebrating Our Achievement	Being Healthy Being Relaxed Medicine Safety Healthy Eating Happy, Healthy Me	Families Keeping Safe (exploring physical contact) Friends and Conflict Secrets Trust and Appreciation Celebrating My Special Relationships	Life Cycles in Nature Growing from Young to Old The Changing Me Boys' and Girls' Bodies Assertiveness Looking Ahead
Year 3	Getting to Know Each Other Our Nightmare School Our Dream School Rewards and Consequences Our Learning Charter	Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference: compliments	Dreams and Goals My Dreams and Ambitions A New Challenge Our New Challenge Celebrating My Learning	Being Fit and Healthy What Do I Know About Drugs? Being Safe Safe or Unsafe My Amazing Body	Family Roles and Responsibilities Friendship Keeping Myself Safe Online Being a Global Citizen Celebrating My Web of Relationships	How Babies Grow Babies Outside Body Changes Inside Body Changes Family Stereotypes Looking Ahead
Year 4	Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences	Judging by appearances Understanding influences Understanding Bullying Problem-solving Special Me	Hopes and Dreams Broken Dreams Overcoming Disappointment Creating New Dreams Achieving Goals 'We Did It!'	My Friends and Me Group Dynamics Smoking Alcohol Healthy Friendships Celebrating My Inner Strength and	Jealousy Love and Loss Memories Getting on and Falling Out Girlfriends and Boyfriends	Unique Me Having a Baby Girls and Puberty Circles of Change Accepting Change Looking Ahead
Year 5	My Year Ahead Being a Citizen of My Country Responsibilities Rewards and Consequences Our Learning Charter	Different cultures Racism Rumours and Name-calling Types of Bullying Does Money Matter? Celebrating difference across the world	When I Grow Up (My Dream Lifestyle) Investigate Jobs and Careers My Dream Job (Why I want it and the steps to get there) How Can We Support Each Other? Rallying Support	Smoking Alcohol Emergency Aid Body Image My Relationship with Food Healthy Me	Recognising Me Safety with Online Communities Being in an Online Community Online Gaming My Relationship with Technology (screen time) Relationships and Technology	Self and Body Image Puberty for Girls Puberty for Boys Conception Looking Ahead
Year 6	Personal Learning Goals Steps to Success My Dream for the World Helping to Make a Difference Recognising Our Achievements	Am I Normal? Understanding Difference Power Struggles Why Bully? Celebrating Difference	Being a Global Citizen Making the correct choices Rewards and Consequences Democracy within School	Taking Responsibility for My Health and Well-Being Drugs Exploitation Gangs Emotional and Mental Health Managing Stress and Pressure	Sex and Relations Babies: Conception to Birth Boyfriends and Girlfriends Real Self and Ideal Self	What is Mental Health? My Mental Health Love and Loss Power and Control Being Online: Real or Fake? Safe or Unsafe? Using Technology Responsibly The Year Ahead

Continued overleaf.

<b>Year 7</b>	Personal identity What influences personal identity? Identifying personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friends Support I need now and in the future Developing positive relationships What external factors effect relationships? E.g. media influences Assertiveness in relationships The changing role of families	My changing body and feelings - managing puberty What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education
<b>Year 8</b>	What makes me ME? Prejudice Discrimination Growth Mindset Mental Health Stress Anxiety Self confidence	What does the Local Government do? Elections How does the Government work? Different forms of Government Being part of the UK Resolving world conflict: What is Extremism and Radicalisation? The European Union	Hopes for the new school year What are my dreams and goals for the future? Careers – what do I want to do when I am older? Budgeting and saving Discrimination – employment equality act Teamwork and communication – employability	Drugs, alcohol and smoking Temptations and peer pressure Healthy lifestyles Keeping our possessions safe/mobile phone safety Road and rail safety Prevent Online safety Knife safety	Managing emotions Healthy and unhealthy relationships Sexuality Consent Contraception STI's, pregnancy and sexual health Cyber bullying and 'sexting' Prejudice and discrimination Homophobia Gender, sexism Racism	Mental health and emotional wellbeing Body image and the role of the media Self-harm Eating disorders Self-esteem and happiness Moving forwards into my next year of education

Within these 'pieces' the following key learning points are developed and drawn out in age-appropriate ways across Years 1 to 8:

#### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life and stable, loving relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas (scenarios) and developing critical thinking as part of decision-making.

#### Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict and learning how to recognise and avoid exploitation and abuse.

#### Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy and abortion
- Learning about the law and their rights to confidentiality, even if they are under 16 years old.

#### Skills and abilities

Pupils will be helped to develop the following skills:

- Communication, including the making and keeping of relationships;
- Assertiveness;
- Decision making;
- Recognising and using opportunities to develop a healthy lifestyle.

## ORGANISATION

1. Relationships and sex education is co-ordinated by the Heads of PSHE who, with the Deputy Heads Pre-Prep and Prep, work closely with the Form Teachers, the Head of STEM (regarding eSafety, technology matters, and puberty and reproduction within the science curriculum), the Head of Religious Education, and the School Nurse.

2. Delivery of the relationships education programme in the Pre-Preparatory Department is:

- through weekly assemblies and class circle times;
- through topic work e.g. People Who Help Us and Ourselves (Year 1) Healthy Living (Year 2);
- through the *Jigsaw* programme of work;
- through occasional visits from professionals, such as doctors or community police officers;

3. Delivery of the RSE programme in the Prep School is:

- through two 40-minute lessons for PSHE for Years 3 to 6 in a Form group;
- through one 40-minute lesson for PSHE for Hallfield *Seniors* in a Form group;
- in single gender groups (including staff) when dealing specifically with certain topics for which this is considered best;
- through planned aspects within the science, religious education and IT curricula;
- through occasional visits from RSE experts such as the School Nurse or midwives.

4. Teaching approaches:

The teacher will recognise that the pupils in the same Form may be at different stages of understanding and will act accordingly. A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion and to acquire appropriate life skills. Teaching ensures that any SEND requirements are considered and planned for.

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people with emphasis on stability, respect, caring and support. Pupils are encouraged to appreciate the significance of stable, loving relationships as key building blocks of community and society.

Certain cultures approach families and the concept of marriage differently. The school and its staff will always be led by their duties to British Values and the law. Should staff become aware that any child is vulnerable in terms of child exploitation, forced marriage or female genital mutilation (FGM), then the appropriate DSL will be informed for immediate action. In the case of FGM, it is a legal requirement for the member of staff to inform the police personally and the DSL can support this process, while also fulfilling the obligation to notify the Birmingham Safeguarding Children Board.)

Key principles for RSE lessons with pupils are that:

- (i) no one (teacher or pupil) will have to answer a personal question;
- (ii) no one will be forced to take part in a discussion;
- (iii) only the correct or accepted names for body parts and functions will be used;



- (iv) meanings of words will be explained in a sensible and factual way;
- (v) There will always be time for discussion, personal opinion and help. Where appropriate sensitive discussion around these areas may occur.
- (vi) The asking of questions pertaining to sex or sexuality that go beyond what is set out in the scheme of work for that age group is not uncommon in the primary age range. The teacher should:
  - gauge the motive and appropriateness of the manner and content of the question;
  - not make any pupil feel at fault or silly for asking an honestly-intentioned question;
  - explain that the question is perhaps best discussed separately after the lesson and confer with their Head of Year (or Deputy Head, as may be appropriate) before arranging an opportunity with the pupil. Consideration should be given as to whether a conversation with the pupil's parents would be appropriate before responding to the pupil. It would be entirely appropriate for a member of staff to ask for advice, support and/or a rehearsal opportunity with a more senior colleague should they wish.

The teaching of puberty is carefully considered and, from Year 5 is carried out in single-sex teaching groups within PSHE (RSE) to promote ease and open communication from pupils. In PSHE (RSE) lessons on puberty and reproduction, a chance is provided to put anonymous comments into a box for the teacher to address.

5. Resources: The *Jigsaw* programme of work is a carefully and professionally designed scheme and will be available for inspection by parents. Yearly opportunities will be provided and publicised with specific year groups so that parents can understand which topics of RSE are due to be delivered and how. Additionally, a letter is sent to Year 5, 6 and 7 parents informing them of the upcoming 'Body Changes' talk and of certain lessons regarding the final puzzle piece 'Changing Me'. As appropriate to the content, sessions on body changes are split into separate gender talks (including staff) to help enable discussions.

6. Teachers: At present Form Teachers deliver the RSE programme. If a member of staff feels ill-equipped to deliver the curriculum, the Heads of PSHE are ready to assist and the School Nurse may be used for some aspects of teaching. Appropriate support is given to staff.

#### **HEALTH EDUCATION, SEX EDUCATION & THE PARENTAL RIGHT TO WITHDRAW A PUPIL**

The statutory government guidance of February 2019 clarifies that parents with children of the age of those at Hallfield have the right to withdraw their children from some or all aspects of sex education should they so wish, but not from aspects of the National Curriculum covered in science or from areas the government designates as part of 'health' education (which include the parts of the anatomy and bodily changes through puberty). Within the PSHE (RSE) curriculum, the school defines 'sex education' as relating directly to human reproduction. These lessons occur towards the end of the Summer Term in Year 6, and in Hallfield *Seniors*; the right to withdraw applies.

The science (STEM) curriculum includes lessons on puberty and mammalian reproduction, including human. The latter are presented from an entirely scientific perspective, in line with the Key Stage 2 National Curriculum for science, and occur in the Autumn Term of Year 6; the right to withdraw does not apply.

Requests to withdraw a pupil from sex education in PSHE (RSE) should be sent in writing to the Head Master. Before granting a request, the Head Master may wish to discuss the request with the parent(s) to clarify the nature and purpose of the curriculum and possible consequences of the withdrawal. Good practice would be to keep notes of such conversations. The Head Master will automatically grant a request to withdraw a pupil

from any sex education delivered to the end of Year 6. For a request regarding a pupil in Hallfield *Seniors*, withdrawal will be granted unless there are exceptional circumstances.

### **SPECIFIC ISSUES**

Pupils are regularly made aware that some information cannot be held in confidence and are helped to understand that if certain disclosures are made certain actions will be taken. At the same time pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by adults:

**1. Disclosure or suspicion of possible abuse:**

The School's safeguarding procedures will be invoked.

**2. Disclosure of pregnancy or advice on contraception:**

From September 2021, Hallfield School includes Year 8. It is incredibly unlikely that these issues will arise at the top end of the school's age range, but it is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in school and that they will be supported:

- The pupil's Form Teacher, the Deputy Head: Head of Prep and the Head Master will be informed immediately;
- The Head Master will decide on the best course of action for that pupil in consultation with medical professionals;
- The Head Master will consult the Birmingham Safeguarding Children Board;
- The pupil will be asked whether or not they can tell their parent(s) and whether they want help in so doing. Every effort will be made to ensure that this happens;
- If a pupil refuses to tell their parent(s), the Head Master should refer the pupil to the School Nurse for guidance.

3. As part of the RSE programme, issues of contraception and STIs are addressed in Year 8. Facts are presented in an objective and balanced way with pupils being encouraged to consider their views, attitudes and values. They will be made aware of the difference between fact and opinion, and of moral and religious beliefs.

4. As part of the RSE programme, the idea of sexuality is addressed in certain forms from the outset of looking at families, family models and parent partnerships.

### **MONITORING & EVALUATION**

1. This policy will be reviewed as part of the school's monitoring cycle.

2. Towards the end of each academic year, age-appropriate vehicles for the pupil voice will be used to obtain pupils' self-evaluation of how secure they feel in the PSHE (including RSE) areas covered that year and any suggestions they might have for future coverage and delivery. The outcomes will be used in evaluating to what extent the programme for that year group met its aims and in planning for the next academic year.

3. Ongoing assessment within the teaching of PSHE (including RSE) will be used to help evaluate the learning (and so the efficacy of the programme of teaching) taking place. Such assessment will inform future planning.

4. The Heads of PSHE have responsibility for monitoring this policy and evaluating the ongoing success of the programme of teaching and learning. Following any curriculum monitoring, a positional statement is written which contributes to the School Development Plan.

## Reference

Government statutory guidance, February 2019:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

[Guide for Parents on RSE](#) produced by *Jigsaw*.

[Department for Education FAQs for Parents on RSE](#)

[Information for Parents introducing them to the 'Jigsaw' scheme as a whole PSHE scheme](#)

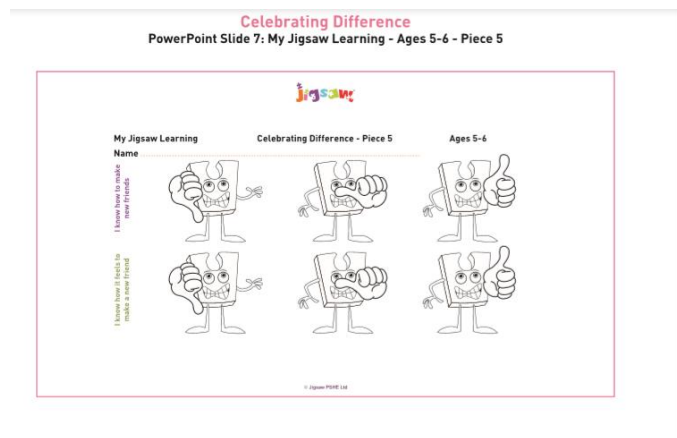
## APPENDIX – Example extracts of *Jigsaw* resources pertaining to RSE

Communication of RSE learning and resources will be available to parents as described above. The extracts below are purely illustrative for the purpose of enhancing a basic understanding of this policy and the tone of *Jigsaw*'s approach.

### Year 1:

Celebrating difference – Making new friends

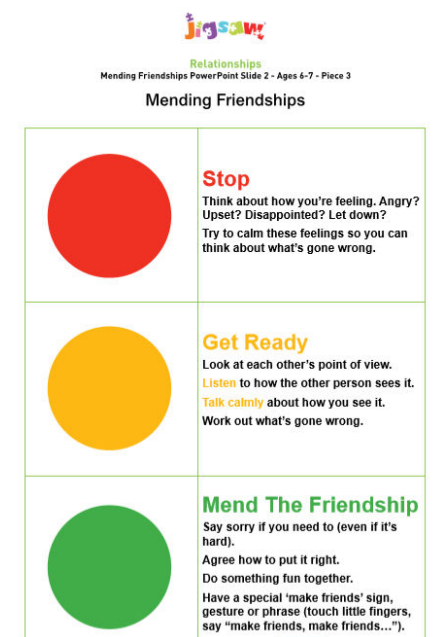
*Pupil self-assessment piece 5*



### Year 2:

Relationships – Friends and conflict

*Mending friendships resource sheet piece 3*



### Year 3:

#### Celebrating difference - Family conflict

##### *Open my mind, Tell me or show me piece 2*

###### **Open my mind**

Slides 1-2: Show the children the PowerPoint slide of the family conflict situation between two parents. Ask the children what they see in the picture. What are the people feeling? What has just happened?

Do the same with slide 2 - Conflict between siblings.

Reinforce the idea that it is normal for there to be conflict in families and that there are ways to solve it. Be vigilant and reinforce that all children have the right to be safe in their families. Make sure that the children know they can talk to you if this lesson raises any issues for them.

###### **Tell me or show me**

Read out the following scenario and ask the children to think about the situation and the people involved.

Nova has an older brother Caleb who is at senior school. Caleb is always on his phone or tablet. Nova's Mum gets cross with Caleb and asks him to get off his phone because she says it is unhealthy to spend so much time looking at screens. There is always an argument about it because Caleb doesn't agree. Nova gets her tablet taken away too, even though it's not her fault.

Use the 'Solve it Together' process to work through the conflict with the children so they understand the steps involved.

What do you see in the picture?

What feelings do each of the people feel?

How might this situation be solved?

What is the conflict?

Who is affected?

Can the conflict be solved?

What are the possible solutions?

### Year 4

#### Relationships – Girlfriends and boyfriends

##### *Planning for piece 5*

#### **Puzzle 5: Relationships - Ages 8-9 - Piece 5**

<b>Girlfriends and Boyfriends</b>	
<b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b>	<b>Please teach me to...</b> understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
<b>Resources</b> Jigsaw Jaz Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script 'Agree' and 'Disagree' labels PowerPoint slides of boy-friend/girl-friend couples Jigsaw Journals My Jigsaw Journey	<b>Vocabulary</b> Boyfriend Girlfriend Attraction Pressure Personal Comfortable



### Year 4 example cont.

<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>Important themes that should underpin our approach to the kind of subject matter covered in this lesson are those of individuality and diversity - these are personal issues in people's lives, there is no blueprint, everybody feels and responds in different ways.</p> <p>This includes recognising in a natural and unsensationalised way that boyfriend or girlfriend pairings can be same gender as well as opposite gender. Awareness of this needs to be kept in the frame as part of the overall picture. Some children will already have experience of same-sex partners within their family groups (potentially even parents who this applies to) and we need to be sure we are not implicitly excluding the experience of those children.</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b></p> <p>With the class in a circle, ask each child to think of a song they know or a TV programme that has something to do with love, romance, boy/girl relationships, etc. Using Jigsaw Jaz as the talking object ask children to see how many different things the class can come up with.</p> <p>What do we learn from this? Love, attraction, romantic relationships are such common themes because they play a big part in the lives of most people. The children may or may not already be aware of these kinds of feelings but they will probably become important to them as they become teenagers and young adults.</p> <p><b>Calm me</b></p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>Does your mind feel calm and ready to learn?</p>
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<p><b>Open my mind</b></p> <p>Create space for a continuum across the classroom, with labels saying 'Agree' and 'Disagree' at either end. Tell the children you are going to read out a number of statements and for each one they should go and stand somewhere on an imaginary line between the two extremes, according to their personal opinion about the statement. Encourage them not to be influenced by where other people stand and to follow their own opinions. Once the children have placed themselves in response to each statement ask one or two to explain why they are standing where they are. Explore reasons for differences of opinion and attitude before moving on to the next statement.</p> <p>Use any of the following statements or similar ones of your own:</p> <ul style="list-style-type: none"> <li>• Age 9 is too young to have a boyfriend or girlfriend</li> <li>• Having a boyfriend or girlfriend is just like any other friendship</li> <li>• All the romantic bits in films and TV programmes are just boring</li> <li>• If you can say you're going out with someone your friends will be impressed</li> <li>• The idea of kissing a boy or girl is disgusting</li> <li>• A boyfriend or girlfriend has to be a member of the opposite sex</li> <li>• A boyfriend or girlfriend has to be someone of your own age</li> <li>• If you haven't had a boyfriend or girlfriend by the time you're 13 you'd feel like a bit of a loser</li> </ul> <p><b>Tell me or show me</b></p> <p>Slides 1-10: Show the PowerPoint slides of boyfriend/girlfriend couples.</p> <p>What does having a boyfriend or girlfriend mean? How is it different to being friends?</p> <p>Give children a few minutes to talk about this is their talking partners and to feed back to the class.</p> <p>Can the class reach any conclusions?</p> <p>How would you know that two people are a 'couple'? Could you tell from their behaviour and body language? Compile a class list and write these on the board or a piece of flip chart. .g. going out to the movies together, holding hands, kissing, etc.</p>	<p>Why did you place yourself in that position?</p> <p>What are the reasons behind your choice?</p>
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## **Year 4 example cont.**

### **Let me learn**

In small discussion groups, ask the children to look at the list and talk about which of these behaviours is appropriate or inappropriate for children of their age.

Repeat the exercise but with over 16's in mind.

In the resulting discussion explore with the children that having a boyfriend or a girlfriend is not a thing to do to look cool or to be popular. Discuss that it is a special relationship between two people, and when they are older, they will know when it is the right for them to start having a romantic relationship. That time may not be the same for everyone because it is a personal choice.

Also explain that there are laws about the age that two people can get married (18 in the UK or 16 with parents' consent). (International schools will need to cite their own legislation here). Ask the children why they think this is? Draw out that the age limit is there so that people are mature and responsible enough before they enter into a romantic life partnership with one another. Emphasise strongly the absolute need for both people to show and to expect complete respect for each other's feelings and choices when making a romantic commitment to each other.

### **Help me reflect**

Slide 11: Share the learning intentions from this Piece (lesson) with the children and ask them to assess their learning and record this on the My Jigsaw Journey resource as before.



## Year 5

### Changing me – Conception

#### Activity 'The Truth about conception and pregnancy' Piece 4

<b>Changing Me</b> The Truth About Conception and Pregnancy - Ages 9-10 - Piece 4		
If a couple makes love, it doesn't necessarily mean they will have a baby.	<b>True</b>	If people want to make love but not start a baby they can use various forms of <b>contraception</b> to stop the sperm and the egg meeting. Also, there are many days each month when there is no egg in the fallopian tube for the sperm to fertilise, and even when fertilised the egg might not successfully implant itself in the womb.
Fertilisation happens when the sperm meet the egg in the vagina.	<b>False</b>	Fertilisation normally happens in the fallopian tube, which carries the egg from the ovary towards the womb. If the egg is not fertilised when it reaches the womb it dies and passes out through the vagina, along with the extra womb lining that is not needed.
One of the first signs to tell a woman she is pregnant is that her periods stop.	<b>True</b>	The extra womb lining needs to stay in place as the embryo (the tiny growing baby) is implanted in it, so a woman does not have periods when she is pregnant. She may notice other changes, like starting to feel a bit sick at certain times of day. A doctor can test her urine to show whether she is pregnant, or she can buy a kit to do this for herself at home.
If two sperm fertilise one egg, it will form identical twins.	<b>False</b>	Only one sperm can fertilise an egg, then the egg seals itself to keep other sperm out. Identical twins are formed when one fertilised egg splits into two completely separate cells and each one grows into a baby - they are identical because they come from the same sperm and the same egg. If there are two eggs and each is fertilised by a different sperm they will form non-identical twins.
The baby is attached in the womb by a cord through which it gets oxygen and food from the mother.	<b>True</b>	A baby in the womb can't eat or breathe in the way we do, so the umbilical cord lets it collect the oxygen and nutrients that it needs from the mother's blood - so she is eating and breathing for the baby as well. Your belly button is where the cord was attached to you when you were in your mother's womb.
A woman can't have a baby unless she has sexual intercourse with a man.	<b>False</b>	If there are medical reasons that prevent a couple from having a baby in the usual way, there are things that doctors nowadays can do to help. Sperm can be artificially placed in the woman's vagina, or an egg can be taken and fertilised with sperm outside the body and then implanted in the womb. This is called IVF.



## Year 6

### Relationships – Assessment tool

#### *Example of summative assessment tracker piece 5*

<b>Puzzle 5 Relationships</b>	I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others.  I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.  I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.  I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.
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## Year 7

### Changing me – Positive qualities of healthy relationships

#### *Discussion activity slide Piece 1*

### Changing relationships

- What does your web tell you about the relationships in your life at the moment?
- What do you notice about yourself in any relationship you have currently:
  - How do you behave?
  - How do you treat the other person?
  - Is there anything you are proud of or not proud of?
  - Do you know how to make things better if they are going wrong?

#### **Changing relationships activity (3/3)**

Ask students to think about what this tells you about the relationships in your life at the moment. In pairs (if they are comfortable with this), ask the students to talk about what they notice about themselves in any relationships they have currently: how do they behave? How do they treat the other person? Is there anything they are proud of or not proud of? Do they know how to make things better if they are going wrong?