

Relationship, Sex and Health Education

Parent and Carer Information



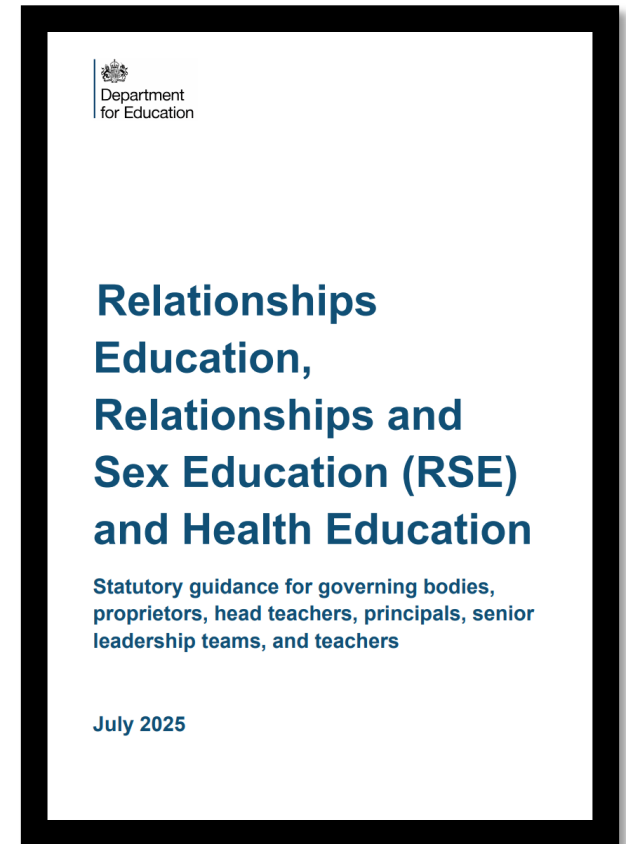
What is compulsory relationship and health education?

What are the expectations for Primary Education?

- Mental health and well-being
- Internet safety and online relationships
- Physical health and fitness
- Healthy eating
- Changing bodies
- Families and people who care for me
- Respectful relationships
- Being safe

Sex education is discretionary at primary... however the DFE recommends:

‘All primary schools should have a sex education programme that is tailored to the age and physical and emotional maturity of the pupils, drawing on knowledge of the human life cycle set out in the Science.’



Can parents withdraw their children from RSE?

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE.

There are two lessons in our scheme that parents have the right to withdraw:

- Human reproduction (Changing Me – ages 9-10 – year 5 – Lesson 4)
- Conception and birth (Changing Me – Ages 10-11 – Year 6 – Lesson 3)

NOT from Relationships or Health Education

This presentation we will explain what the school defines as Sex Education, what it looks like and how we will teach it so you can make an informed decision.



Why JIGSAW PSHE Scheme?

At Pirbright Village Primary School, Relationships and Sex Education is integrated into the Personal, Social and Health Education (PSHE) programme of the school, as well as being a topic in the Science Curriculum.

At Pirbright Village Primary School we teach Personal, Social and Health Education (PSHE) as a whole- school approach to provide pupils with the knowledge and skills they need to keep themselves safe, build positive relationships and make informed decisions about their wellbeing.

Our intent for PSHE is to ensure that pupils develop the knowledge, skills and attitudes they need to lead healthy, safe and responsible lives. The curriculum supports children in understanding relationships, managing their physical and mental health, staying safe both online and offline, and developing respect for themselves and others.

We aim for children to leave Year 6 as confident, respectful individuals who are prepared for the challenges of secondary school and the wider world.

The Jigsaw programme offers a comprehensive, carefully thought-through scheme of work that brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw supports "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Jigsaw is taught in 'pieces' that are mapped out across the year

Puzzle Piece	Term
Being me in my world	Autumn 1
Celebrating Difference	Autumn 2
Dreams and Goals	Spring 1
Healthy me	Spring 2
Return to school, re-establishing friendships, sense of community, belonging and learning behaviours	Summer 1
Relationships	Summer 1 / 2
Changing me	Summer 2



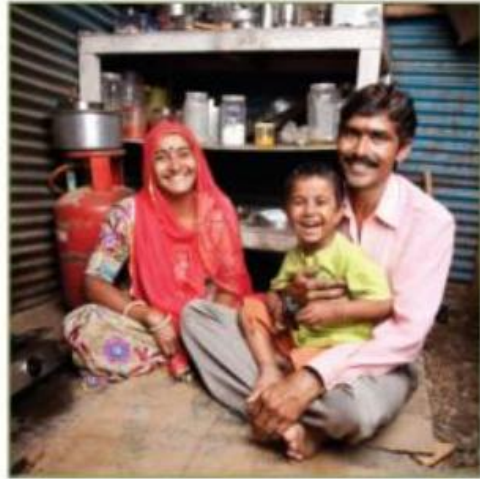
Relationships and Changing Me are classified as compulsory relationships and health education (RSE).

Relationships

Reception Relationships

Ages 3-5	Puzzle overview: Relationships	
	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	
	Knowledge	Social and emotional skills
	• I understand what a family is • I know that different people in a family have different responsibilities (jobs) • I understand some of the characteristics of healthy and safe friendships • I understand that friends sometimes fall out • I know some ways to mend a friendship • I understand that unkind words can never be taken back and they can hurt • I know how to use Jigsaw's Calm Me to help when feeling angry • I understand some reasons why others get angry	• I can identify what jobs they do in their family and those carried out by parents/carers and siblings • I can suggest ways to make a friend or help someone who is lonely • I understand there are different ways to mend a friendship • I can recognise what being angry feels like • I know how to use Calm Me when angry or upset
	Vocabulary	
	angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset	

Reception Relationships



Sample of images we use to support our teaching

Year 1 Relationships

Ages 5-6	Puzzle overview: Relationships	
	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.	
	Knowledge	Social and emotional skills
	• I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me	• I know how it feels to belong to a family and care about the people who are important to me • I know how to make a new friend • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know when I need help and know how to ask for it • I know ways to praise myself • I can express how I feel about them
	Vocabulary	
	appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch	

Year 1 Relationships

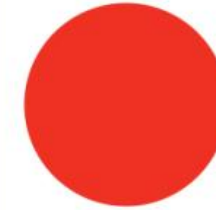
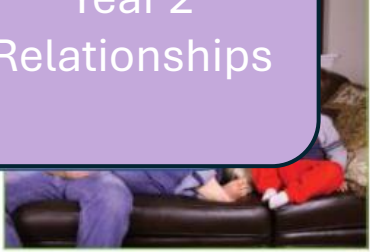


Sample of images we use to support our teaching

Year 2 Relationships

Ages 6-7	Puzzle overview: Relationships	
	In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six lessons, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.	
	Knowledge	Social and emotional skills
	- I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not - I can identify some of the things that cause conflict with my friends - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret - I recognise and appreciate people who can help me in my family, my school and my community - I can express my appreciation for the people in my special relationships	- I accept that everyone's family is different and understand that most people value their family - I know which types of physical contact I like and don't like and can talk about this - I can demonstrate how to use the positive problem-solving technique to resolve conflicts - I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this - I understand how it feels to trust someone - I am comfortable accepting appreciation from others
	Vocabulary	
	acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret	

Year 2 Relationships



Stop

Think about how you're feeling. Angry? Upset? Disappointed? Let down?

Try to calm these feelings so you can think about what's gone wrong.



Get Ready

Look at each other's point of view.

Listen to how the other person sees it.

Talk calmly about how you see it.

Work out what's gone wrong.



Mend The Friendship

Say sorry if you need to (even if it's hard).

Agree how to put it right.

Do something fun together.

Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").

Sample of images we use to support our teaching

Year 3 Relationships

Ages 7-8	Puzzle overview: Relationships	
	In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six lessons, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.	
	Knowledge	Social and emotional skills
	- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females - I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener - I know and can use some strategies for keeping myself safe online - I understand how people around the world can help and influence my life and that media doesn't always show complete information - I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes - I know how to express my appreciation to my friends and family	- I can describe how taking some responsibility in my family makes me feel - I know how to negotiate in conflict situations to try to find a win-win solution - I know who to ask for help if I am worried or concerned about anything online - I can appreciate different cultures, and question stereotypes I might see in photos or information - I can empathise with children whose lives are different to mine and know who I can talk to when I need help - I enjoy being part of a family and friendship groups
	Vocabulary	
	age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win	

Year 3 Relationships



Ben wants to play football but Rubin says he can't because they have already picked teams. Ben asks a couple of times and tries to get Rubin to let him play but Rubin still says no. So Ben picks up the ball and runs off with it.

Ellen borrows Fergus's ruler without telling him and accidentally breaks it.

Milo and Erin usually play together at playtime but today Milo decides to play with Yussef, leaving Erin out of the game.

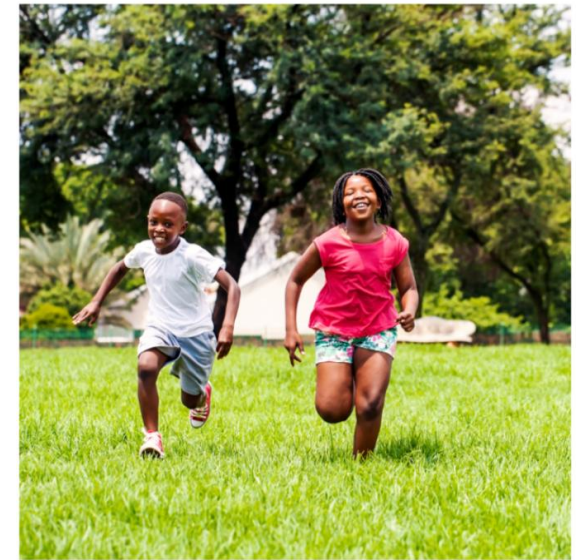
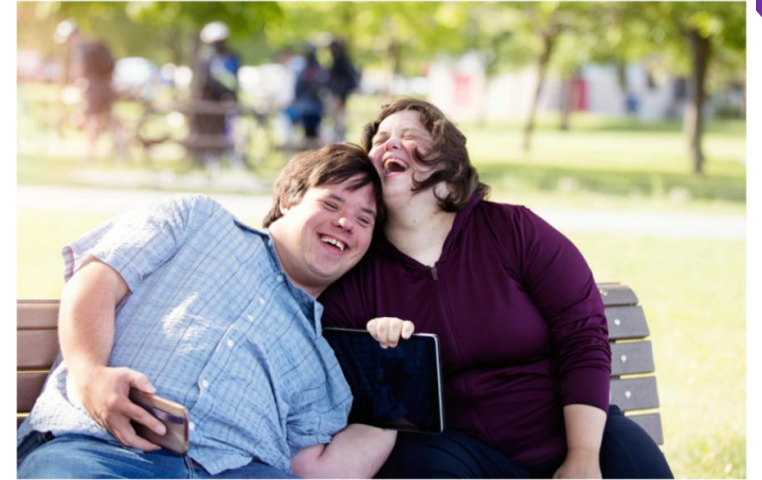
Leo and Priya are playing a game together. Leo keeps interrupting Priya when she's trying to explain the rules, and when Priya finally gets a turn, Leo says her ideas are boring and walks away to play with someone else without saying anything.

Sample of images we use to support our teaching

Year 4 Relationships

Ages 8-9	Puzzle overview: Relationships	
	In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six lessons, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.	
	Knowledge	Social and emotional skills
	- I can recognise situations which can cause jealousy in relationships - I can identify someone I love and can express why they are special to me - I can tell you about someone I know that I no longer see - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends - I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older - I know how to show love and appreciation to the people and animals who are special to me	- I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens - I know how most people feel when they lose someone or something they love - I understand that we can remember people even if we no longer see them - I know how to stand up for myself and how to negotiate and compromise - I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend - I can love and be loved
	Vocabulary	
	anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable	

Year 4 Relationships



Sample of images we use to support our teaching

Year 5 Relationships

Ages 9-10	Puzzle overview: Relationships	
	In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six lessons, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn about how we can balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.	
	Knowledge	Social and emotional skills
	- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities - I understand that belonging to an online community can have positive and negative consequences - I understand there are rights and responsibilities in an online community or social network - I know there are rights and responsibilities when playing an online game - I can recognise when I am spending too much time using devices (screen time) - I can explain how to stay safe when using technology to communicate with my friends - I understand I have rights about my personal data	- I know to keep building my own self-esteem - I can recognise when an online community feels unsafe or uncomfortable - I can recognise when an online community is helpful or unhelpful to me - I can recognise when an online game is becoming unhelpful or unsafe - I can identify things I can do to reduce screen time, so my health isn't affected - I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable
	Vocabulary	
	addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing	

Year 5 Relationships

I lik ur pic U l%k cool

How old r u?

U l%k older more lik 16

I'm 12. Wats yor name?

I'm Clare. Can i friend you 2 share fashion tips? I lik ur vibe
What school do u go 2?

Gr8. I go 2 St Robyns. Can we dm now?

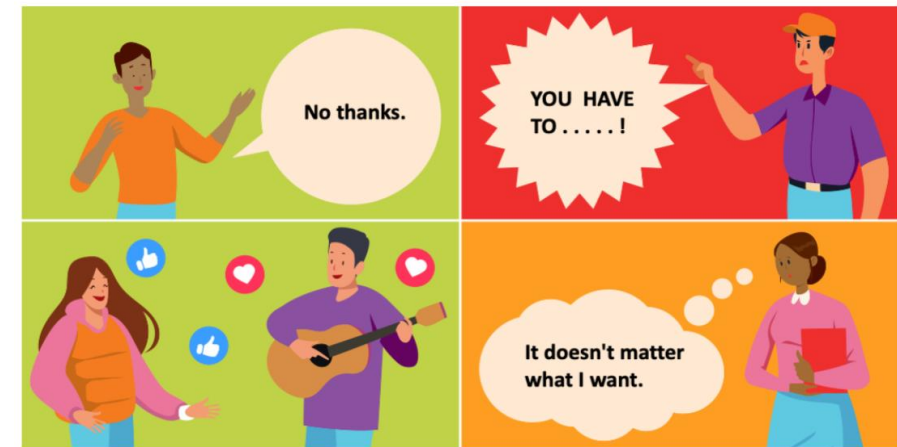
Thnx😊 Do I no u?

10

Thnx😊 How old r u?

Abby

Molinux Academy



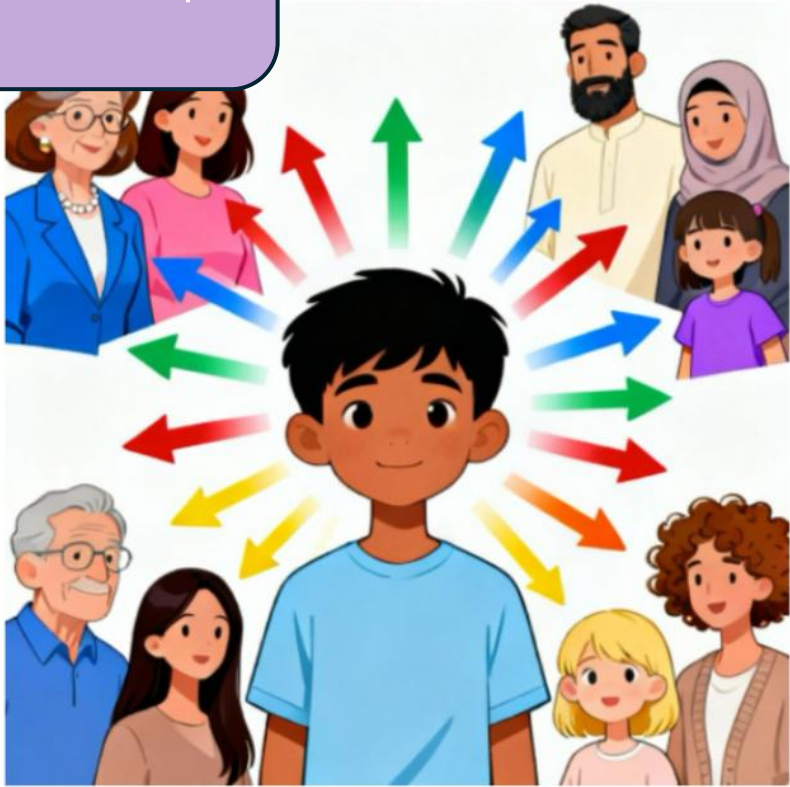
A healthy relationship

Sample of images we use to support our teaching

Year 6 Relationships

Ages 10-11	Puzzle overview: Relationships	
	In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six lessons, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.	
	Knowledge	Social and emotional skills
	• I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family	• I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those emotions and have strategies to manage them • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being
	Vocabulary	
	age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning	

Year 6
Relationships



1



2



Real or
Fake?



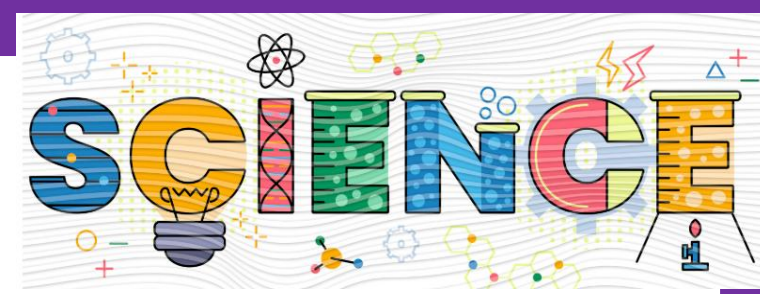
4



Sample of images we use to support our teaching

Sex and Health Education

Science and Sex Education



At school we cover a lot of the more ‘scientific’ element of Sex Education through our compulsory science curriculum.

Science KS1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Science KS2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age, including the physical changes experienced during puberty.

The Jigsaw scheme and our PVPS Policy defines **Non Compulsory Sex Education** as:

- Human reproduction (Changing Me – ages 9-10 – year 5 – Lesson 4)
- Conception and birth (Changing Me – Ages 10-11 – Year 6 – Lesson 3)

Can parents access resources before they are taught?

Yes, of course!

Parent's will be told two weeks prior to the beginning of any sex and health education.

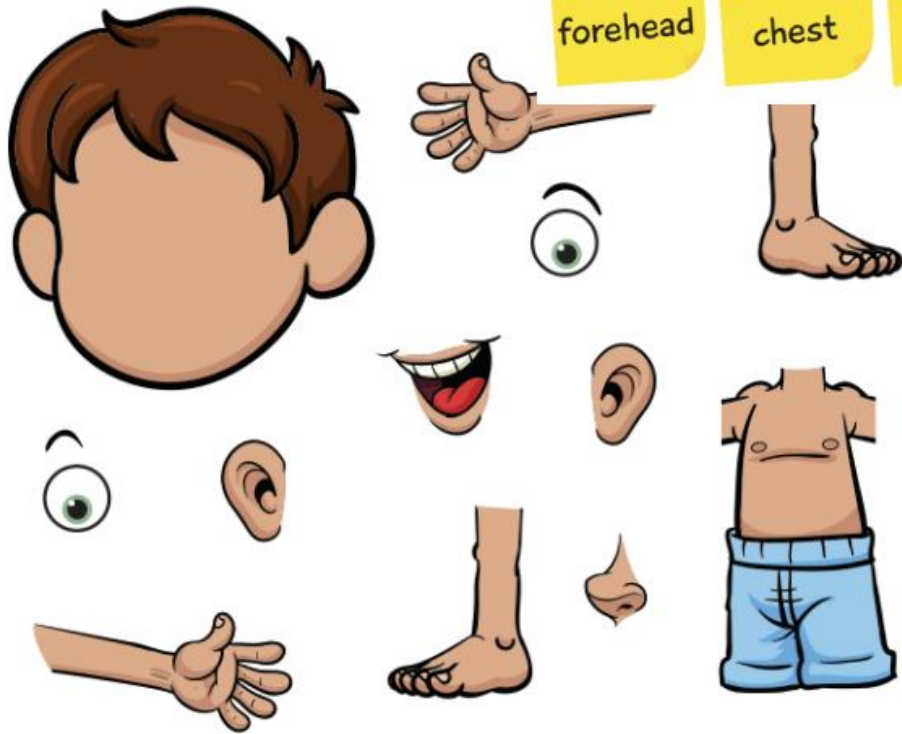
You are welcome to see some or all of the pictures, videos and resources we use to teach.

Reception Changing Me

Ages 3-5	Puzzle overview: Changing Me	
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	
	Knowledge	Social and emotional skills
	• I know the names and functions of some parts of the body • I understand that we grow from baby to adult • I know who to talk to if I am feeling worried • I understand that sharing how I feel can help solve a problem or worry • I understand that remembering happy times can help us move on	• I recognise that changing class can elicit happy and/or sad emotions • I know I can say how I feel about changing class or growing up • I can identify how I have changed from a baby • I understand what might change as I get older and explore how this makes me feel • I can identify positive memories from the past year in school/home
	Vocabulary	
	angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset	

Reception Changing Me

eye	ear	knee	finger
foot	mouth	nose	stomach
eyebrow	arm	tongue	toe
forehead	chest	hand	leg

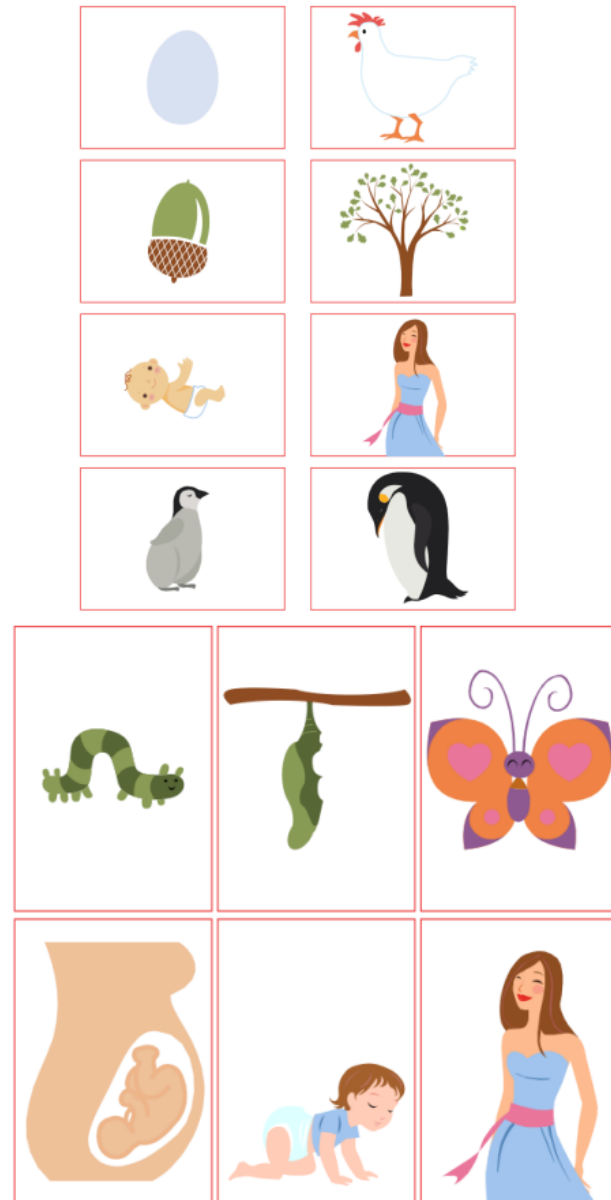
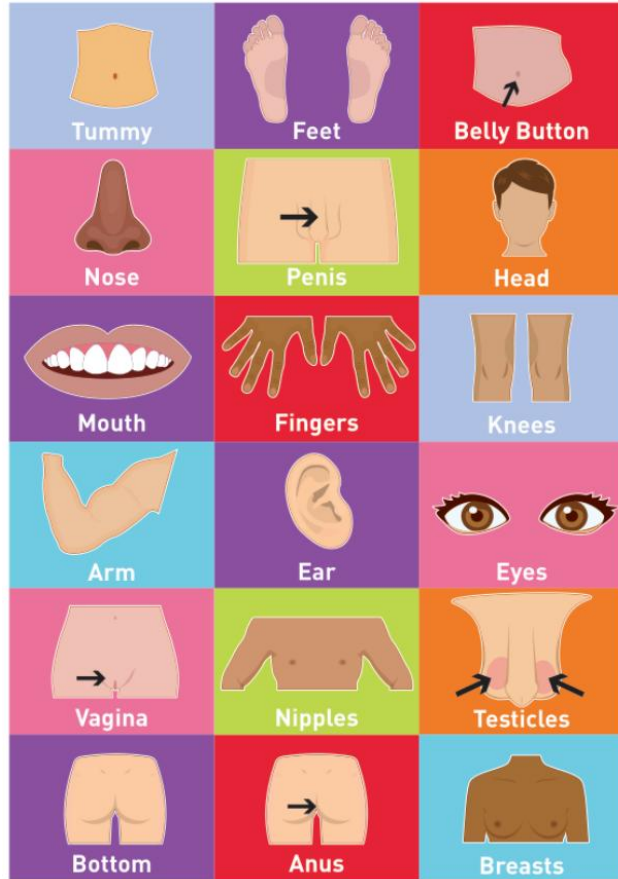


Sample of images we use to support our teaching

Year 1 Changing Me

Ages 5-6	Puzzle overview: Changing Me	
	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	• I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life	• I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes
	Vocabulary	
	adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried	

Year 1 Changing Me

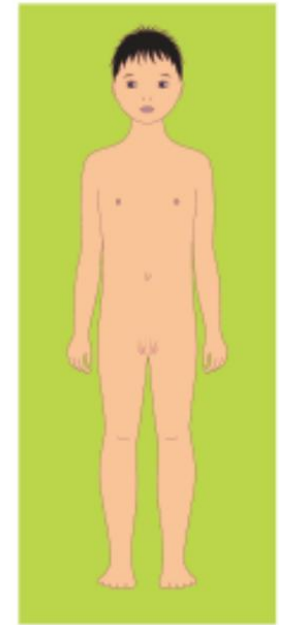
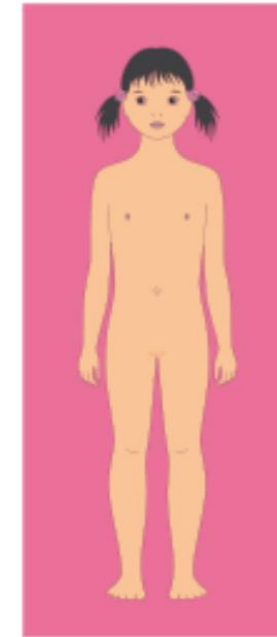
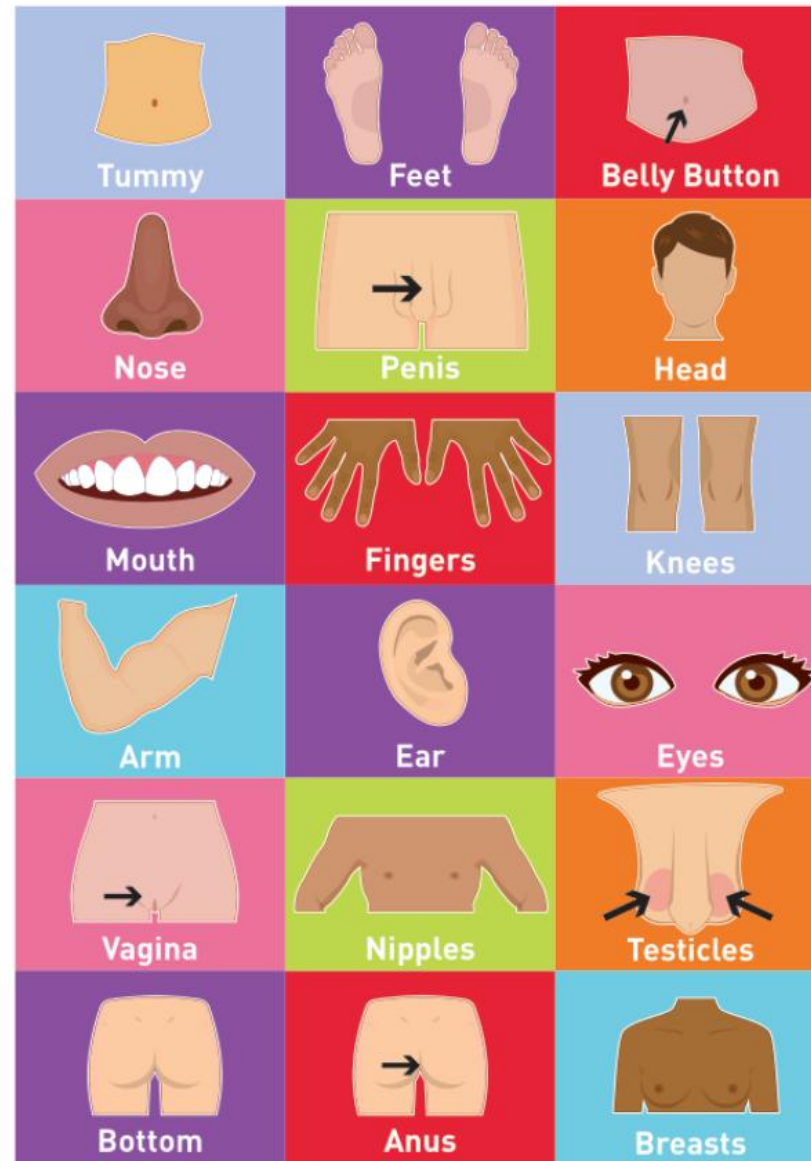
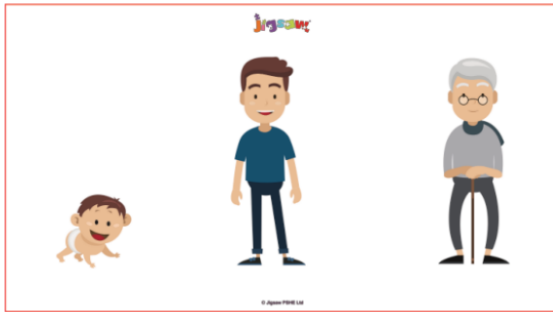
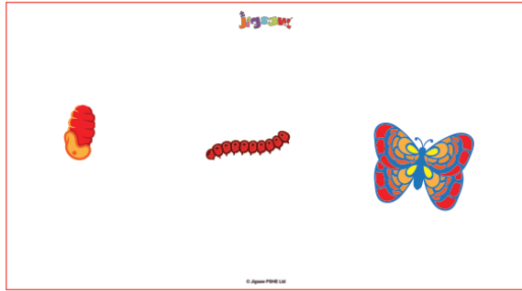


Sample of images we use to support our teaching

Year 2 Changing Me

Ages 6-7	Puzzle overview: Changing Me	
	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	• I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class	• I understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people I respect who are older than me • I feel proud about becoming more independent • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I am confident to say what I like and don't like and can ask for help • I can start to think about changes I will make when I am in Year 3 and know how to go about this
	Vocabulary	
	adult, anus, anxious, assertive, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young	

Year 2 Changing Me

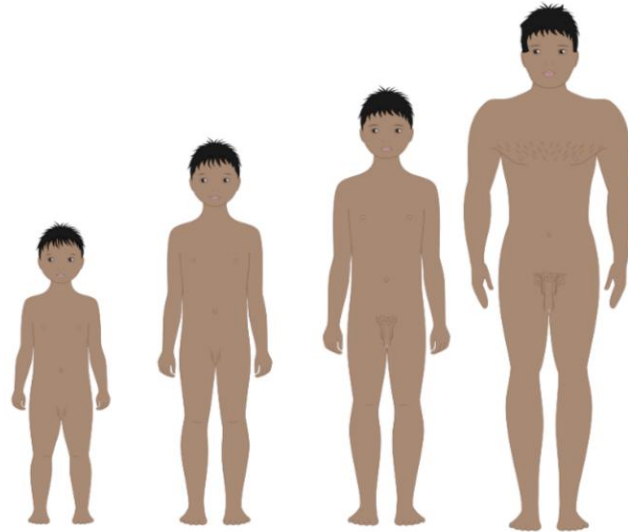
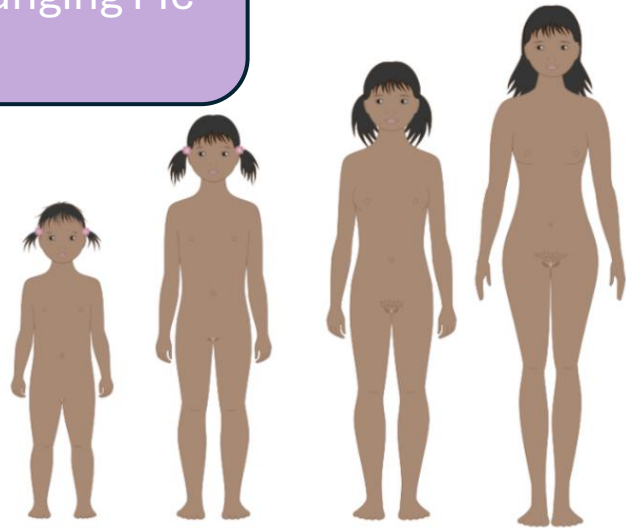


Sample of images we use to support our teaching

Year 3 Changing Me

Ages 7-8	Puzzle overview: Changing Me	
	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.	
	Knowledge	Social and emotional skills
	• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • Can 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 • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class	• I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about changes I will make next year and know how to go about this
	Vocabulary	
	animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries	

Year 3 Changing Me



Brushing our
teeth twice a
day



Having a bath or
shower regularly
(especially after
exercise)



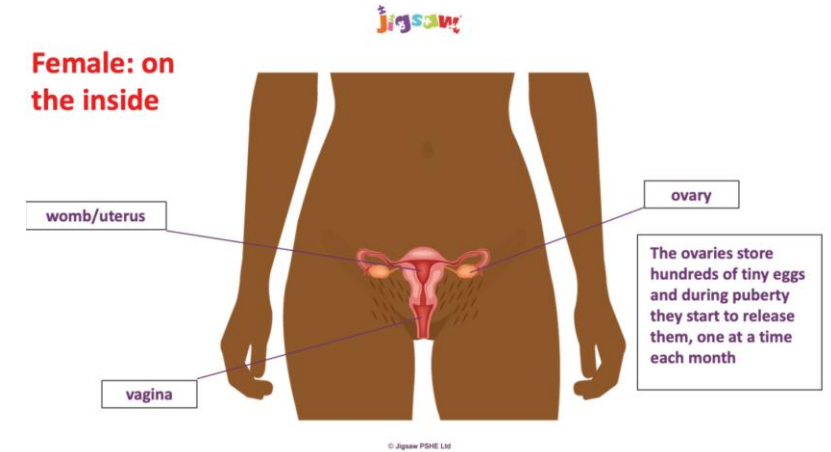
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Washing our
hands regularly



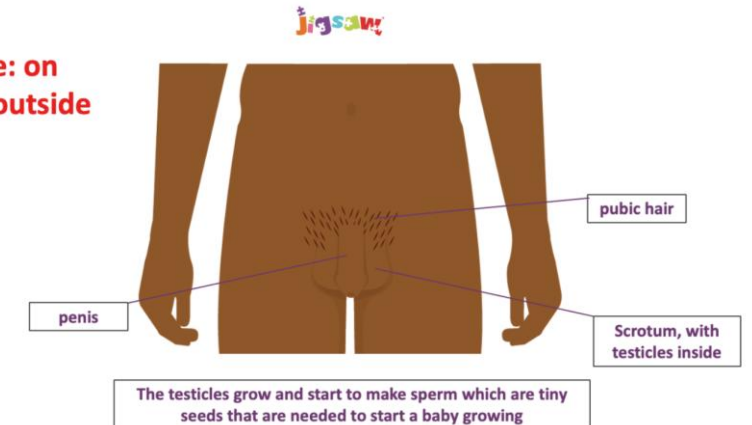
**Female: on
the inside**



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**Male: on
the outside**



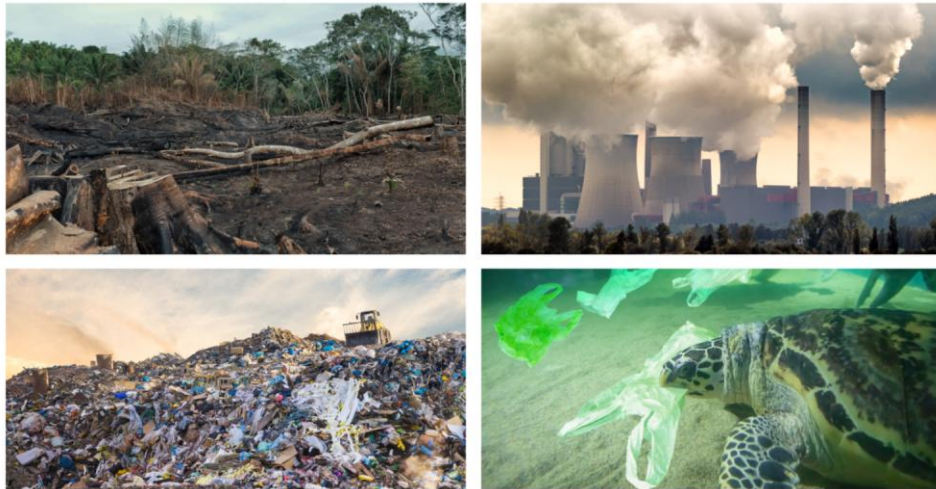
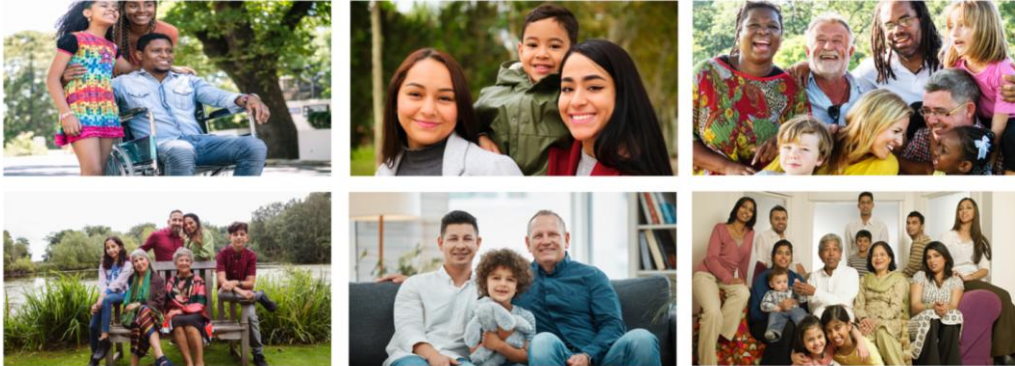
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Sample of images we use to support our teaching

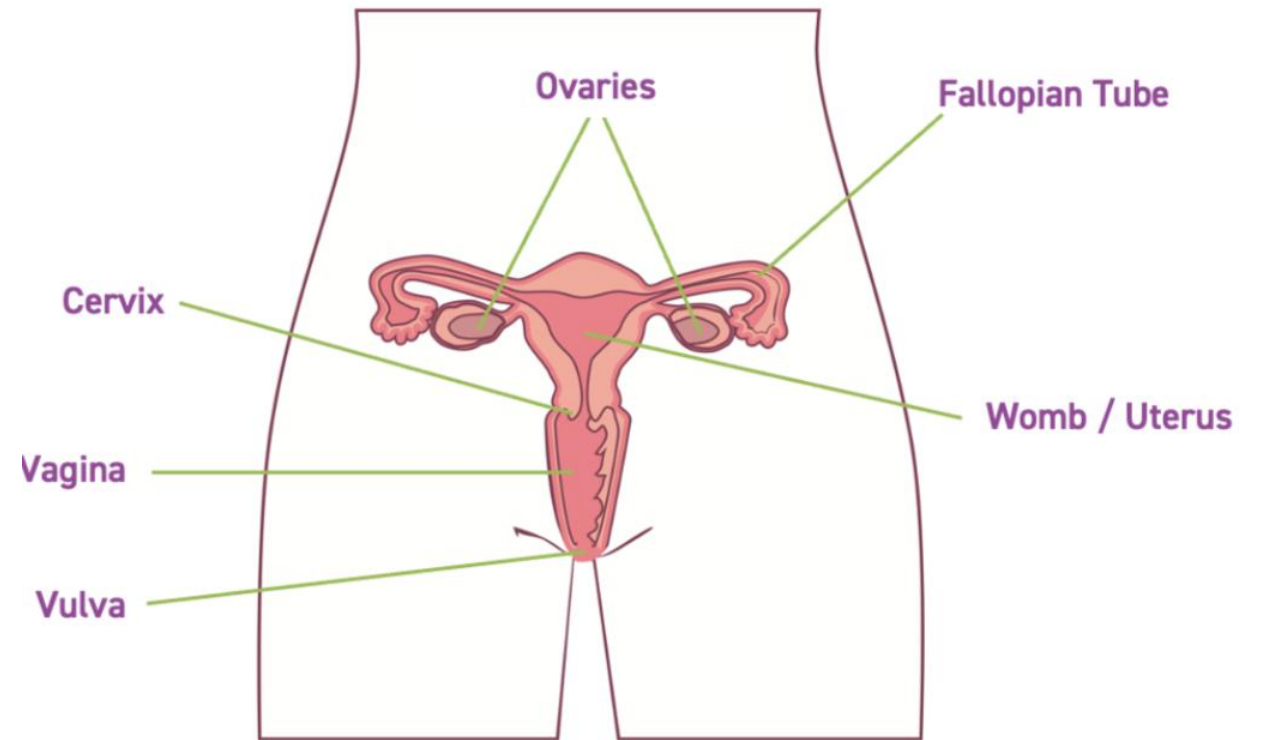
Year 4 Changing Me

Ages 8-9	Puzzle overview: Changing Me	
	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.	
	Knowledge	Social and emotional skills
	- I understand that lots of things make up a person's identity and this is what makes them unique - I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - I know there are many types of family and that often our family members form part of our inner circle - I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty - I know how the circle of change works and can apply it to changes I want to make in my life - I can identify changes that have been and may continue to be outside of my control that I learnt to accept - I can identify what I am looking forward to when I move to a new class	- I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am - I have strategies to help me cope with the physical and emotional changes I will experience during puberty - I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me - I am confident enough to try to make changes when I think they will benefit me - I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively - I can reflect on the changes I would like to make next year and describe how to go about this
	Vocabulary	
	acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb	

Year 4
Changing Me



Sample of images we use to support our teaching



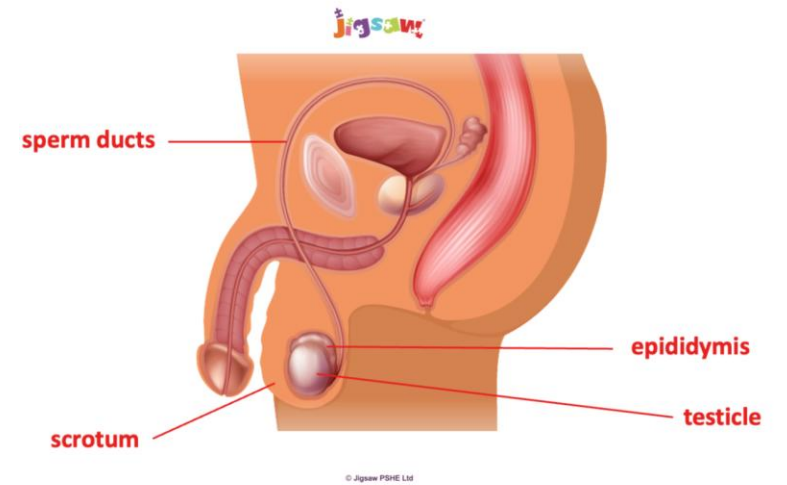
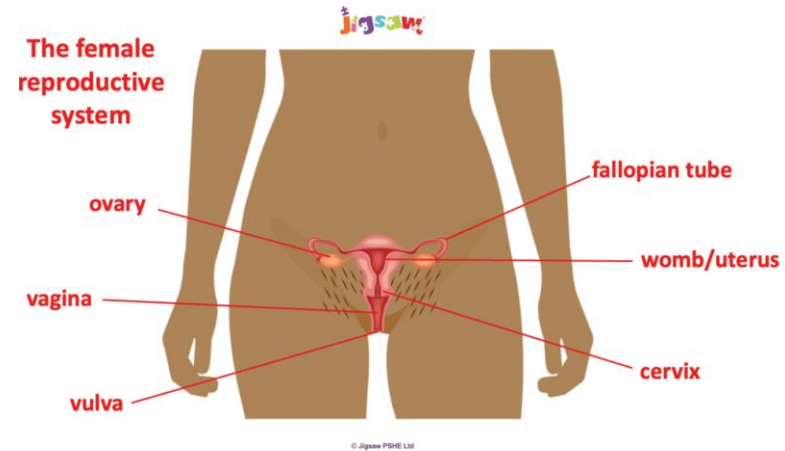
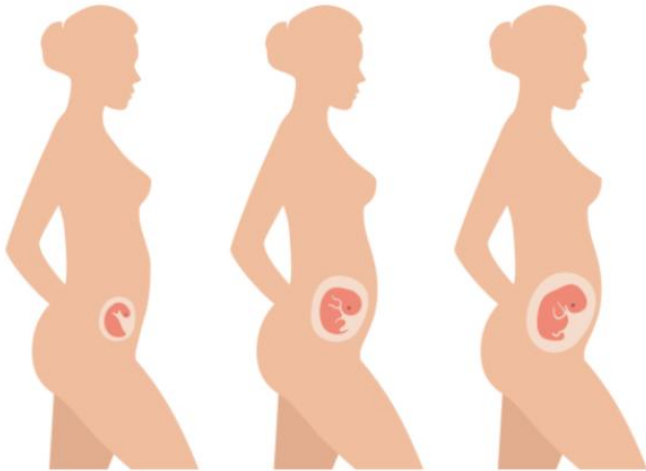
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Year 5 Changing Me

Sex Education
lesson = right
to withdraw

Ages 9-10	Puzzle overview: Changing Me	
	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. This	
	Knowledge	Social and emotional skills
	- I am aware of my own self-image and how my body image fits into that - I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally - I can describe how boys' and girls' bodies change during puberty - I understand that sexual intercourse can lead to conception and that is how babies are usually made - I also understand that sometimes people need IVF to help them have a baby - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) - I can identify what I am looking forward to when I move to my next class	- I know how to develop my own self esteem - I understand that puberty is a natural process that happens to everybody and that it will be OK for me - I can express how I feel about the changes that will happen to me during puberty - I appreciate how amazing it is that human bodies can reproduce in these ways - I am confident that I can cope with the changes that growing up will bring - I can start to think about changes I will make next year and know how to go about this
Vocabulary		
affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus		

Year 5
Changing Me



Managing a period



Sample of images we use to support our teaching



Year 6 Changing Me

Sex Education
lesson = right
to withdraw

Puzzle overview: Changing Me		
In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.		
Ages 10-11	Knowledge	Social and emotional skills
	- I am aware of my own self-image and how my body image fits into that - I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend OR <i>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</i> - I am aware of the importance of a positive self-esteem and what I can do to develop it - I can identify what I am looking forward to when I move to my next class	- I know how to develop my own self esteem - I can express how I feel about the changes that will happen to me during puberty - I can recognise how I feel when I reflect on the development and birth of a baby - I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to OR <i>I can be assertive when appropriate</i> - I can express how I feel about my self-image and know how to challenge negative 'body-talk' - I know how to prepare myself emotionally for the changes next year
	Vocabulary	
adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries		

Year 6 Changing Me



Sample of images we use to support our teaching

Changing Me

Should I/Shouldn't I? Cards - Ages 10-11 - Piece 4

Have a
boyfriend/
girlfriend at the
age of 10

Text 'I love
you' to your
boyfriend/
girlfriend

Sulk until you
get what you
want from your
boyfriend/
girlfriend

Make fun of
somebody's
looks and say
they'll never
get a boyfriend/
girlfriend

Chat to your
parents about
a boyfriend/
girlfriend worry

Criticise yourself
for not having
a boyfriend/
girlfriend

Send a 'sexy'
photo or text to
prove you love
somebody

Have a
boyfriend/
girlfriend at the
age of 15

Tell someone
that you'll only
go out with
them if they do
something you
want

Chat to a
friend about
a boyfriend/
girlfriend worry

Accept other
people's
compliments
about you

Look online for
advice about
boyfriend/
girlfriend
problems

Send a horrible
message back if
your girlfriend/
boyfriend sends
you a horrible
message

Be assertive if
you don't want
to do something
that could hurt
you or someone
else

Try to be a
grown up before
you are ready

Not wanting
to have a
boyfriend/
girlfriend