

Relationships and Sex Education Policy

ODBST Level 1 Statutory Policy:	ALL Schools require this policy with no changes allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, except where a school contact is required as identified in the content of the policy. LGBs will note adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	ODBST Safeguarding and Child Protection Policy ODBST Curriculum Policy
Committee responsible:	SEC
Approved by:	SEC
Date Approved:	July 2026
Review Date:	July 2027

1. Aims

The aims of the ODBST relationships and sex education (RSE) are to:

- provide a framework in which sensitive discussions can take place;
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- for pupils to know what safe and healthy relationships look like in order for pupils to keep themselves safe and healthy.

This policy has been reviewed to ensure compliance with statutory Relationships Education, Relationships and Sex Education and Health Education guidance effective from September 2026.

2. Statutory Requirements

All academies must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

ODBST schools are expected to offer all pupils a curriculum that is based on the National Curriculum, including requirements to teach science. This should include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to the Department for Education's 'Relationships Education, Relationships and Sex Education and Health Education' statutory guidance (July 2025), effective from September 2026, issued under section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

ODBST schools teach RSE as set out in this policy.

3. Policy Development

The ODBST are consulting with parents, staff and pupils as part of our process for making changes to this RSHE policy. The consultation period will run from 08.06.26 until 24.7.26

The ODBST has determined the core policy and each school will ensure that:

- the Headteacher and RSE lead has considered all relevant information including relevant national and local guidance and has consulted with the ODBST Director of Education
- staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
- parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
- pupil consultation – we investigated what exactly pupils want from their RSE learning in school and use this to inform the relevant scheme adopted
- ratification – once amendments are made, an appropriate scheme will be chosen and shared with governors. Any suggested amendments to the core policy will be sent to the ODBST via the school Headteacher and considered by the Director of Education and the ODBST Trustees.

4. Definition

Trustees of the ODBST expect all of our Key Stage 2 settings to include sex education in addition to what is covered in the core science curriculum.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

The RSE curriculum for Curzon school is set out in Appendix 1. This may be adapted and parents/carers will always be informed when significant changes are made to the content that is being covered. Parents and carers are entitled to view all Relationships and Sex Education teaching materials on request and will be given opportunities to ask questions about them via an online meeting in June. RSE is taught in July.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

As part of RSHE, pupils are taught about online risks including artificial intelligence (AI) generated content, deepfakes, sextortion, fake online identities and other forms of online exploitation, in an age-appropriate way.

Primary school sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Secondary school sex education will focus on:

- healthy, respectful and safe intimate relationships, including consent and communication;
- sexual health and reproductive choices, including contraception, pregnancy options and STI/HIV prevention;
- understanding the law and recognising abuse, exploitation, sexual harassment and sexual violence;
- online risks, including pornography, coercive control, harmful online cultures and AI-generated content;
- accessing appropriate help, advice and support.

In 16–19 provision, RSHE builds on earlier learning and supports pupils to make informed, safe and responsible decisions as they prepare for adult life.

ODBST schools also deliver the required health education, covering physical health, mental wellbeing, puberty, drugs and alcohol, personal safety and first aid, taught progressively through PSHE. At secondary, sensitive topics such as eating disorders, self-harm and suicide prevention are addressed using appropriately trained staff and evidence-based materials.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSE forms part of our Jigsaw Scheme of work (see Appendix 1) for more detail. The unit, called Changing Me, is taught each year at an age-appropriate level in the second half of the summer term.

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.

Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6).

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Teaching about sex, gender and protected characteristics is factual, lawful and balanced. Pupils are taught the facts and the law about biological sex and gender reassignment, including distinct legal rights. Beyond these facts, schools will not teach contested views as settled fact — for example, schools will not teach as fact that all people have a gender identity.

RSHE is taught in a way that is appropriate having regard to the age, development and religious background of pupils, and which respects faith perspectives while meeting statutory requirements.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendix 1.

The Church of England Document “Valuing all God’s Children”, 2019 states: “Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. For more information about our RSHE curriculum, see Appendices 1 and 2.

RSHE also supports pupils to recognise and understand sexual harassment and sexual violence, including peer-on-peer abuse, and to know that such behaviour is unacceptable, never the victim's fault, and should be reported. Teaching about consent emphasises kindness, care, respect and awareness of power imbalance, and not consent alone.

7. Inclusivity

ODBST schools will teach about these topics in a manner that:

- considers how a diverse range of pupils will relate to them;
- is sensitive to all pupils' experiences;
- during lessons, makes pupils feel safe and supported and able to ask the questions that they want to ask;
- challenges harmful attitudes and behaviours, including sexism and misogyny.

ODBST schools will ensure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We know that pupils with SEND are more likely to be subject to abuse and to relationship difficulties and that understanding some of the key concepts around RSHE can sometimes be more challenging for pupils with SEND. ODBST schools will ensure that the materials used to support the RSE learning for pupils with SEND are suitably adapted and meet individual need.

8. Use of resources

ODBST schools will consider whether any resources we plan to use:

- are aligned with the teaching requirements set out in the statutory RSHE guidance;
- would support pupils in applying their knowledge in different contexts and settings;
- are age-appropriate, given the age, developmental stage and background of our pupils;
- are evidence-based and contain robust facts and statistics;
- fit into our curriculum plan;
- are from credible sources;
- are compatible with effective teaching approaches;
- are sensitive to pupils' experiences and won't provoke distress.

Parents and carers are entitled to view all Relationships and Sex Education teaching materials on request and will be given opportunities to ask questions about them.

8.1 Use of external organisations and resources

Many ODBST schools use external agencies and commercially produced resources to support RSHE delivery. The school remains responsible for all content delivered to pupils, including ensuring it does not undermine fundamental British values.

Before working with any external agency, schools will check the credentials of the provider, view all materials and lesson plans in advance, and ensure content is age-appropriate, balanced, and

consistent with this policy. All materials used by external providers will be available to parents on request.

ODBST will not work with external agencies that take or promote extreme political positions, nor use materials produced by such agencies even if the material itself is not extreme.

9. Roles and Responsibilities

9.1 The ODBST Trustees and Local Governing Body

The ODBST Trustees have approved the RSHE policy and the Local Governing Body and ODBST Director of Education will hold the Headteacher to account for the implementation of this policy.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSHE (see section 9).

9.3 Staff

Staff are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.

All teaching staff are expected to deliver RSHE lessons and do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

9.4 Pupils

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

10 Parent/carer right to withdraw

Parents/carers do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents before granting it. In secondary schools, the Headteacher may decline a request in exceptional circumstances, such as safeguarding concerns.

Alternative school work will be given to pupils who are withdrawn from sex education.

From three terms before their 16th birthday, a pupil may choose to receive sex education even if they have previously been withdrawn at the request of their parent or carer. Secondary schools will ensure pupils are made aware of this right.

11. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through: planning scrutinies, learning walks, parental feedback. Governors require staff to keep a written record, giving details of the content and delivery of the RSE programme that is taught to ensure that the lessons are in accordance with the school's ethos and this policy.

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

Appendix 1

RSE at Curzon Relationships and Sex Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. As a school we feel that it should enable 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.

Effective Relationships Education, together with Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

As a church school, the policy and teaching of sex and relationship education will be based on Christian values whilst also respecting the rights of others to hold and exercise different views, beliefs and behaviours. It is not about the promotion of sexual orientation or sexual activity. Consequently, while we utilise sex education to inform children about sexual issues, we take the opportunity to incorporate matters of individual responsibility, and in a way that allows children to ask and explore moral questions. It is seen as essential for healthy relationships, and for pupils to make responsible and well informed decisions, whilst being prepared for the opportunities, responsibilities and experiences of adult life.

As a church school, and in recognition of all the major world views, marriage is promoted at Curzon as a positive lifelong commitment of respect, love and care, which also provides an environment in which children can benefit from growing up in. Staff will also explain that some people commit their lives to one another without feeling the need to embrace the institution of marriage. Pupils are taught to recognise the value of stable, caring and committed relationships which may be of many types.

RSE at Curzon also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify sexual harassment (including child on child abuse), potential dangers in their on and off-line lives, how to report any concerns or abuse and where to access help when needed.

SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor/adapt each Piece (lesson) to meet the needs of the children in their classes. To support this, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

How we teach RSE

Ground rules A set of ground rules are used to create a safe environment

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names (dictionary words) for body parts will be used; and
- Meaning of words will be explained in a sensible and factual way.
- Giggling is okay but laughing at others is not

Dealing with questions Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. They are not obliged to respond to unexpected questions or comments from pupils in a whole-class situation immediately.

- Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. 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. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff.
- No personal questions or sharing of private information.
- No question is silly or stupid. However if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, staff will acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the pupil later with another adult within discrete earshot. The teacher will advise the Designated Safeguarding Lead of any safeguarding concerns.
- If staff believe that a pupil is at risk of sexual abuse/harassment, you must follow the school's child protection procedures.
- 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.

Safeguarding & Confidentiality

The needs and well-being of pupils always overrides confidentiality boundaries. If a teacher feels it is appropriate to respond individually to a child's question outside the class, another member of staff must be present, discretely within hearing distance, so as not to inhibit the child but to witness what

is said by both parties. Any unusual or worrying comments or attitudes during RSE lessons will be noted and the Designated Safeguarding Lead informed. Details of the confidential helpline service Childline, is always on display throughout the school.

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Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.

- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

Puzzle Overview Changing Me	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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.	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. At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings.	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. By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead.	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. By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead.	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. By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience.	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. This Puzzle includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Across the six Pieces, 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. This Puzzle includes a non-statutory sex education lesson where develop understanding of reproduction, pregnancy, and birth. By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.

Taught knowledge	Knowledge • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on	Knowledge • 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	Knowledge • 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	Knowledge • 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	Knowledge • 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	Knowledge • 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 • I can identify what I am looking forward to when I move to my next class	Knowledge • 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 • 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
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Social and Emotional skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills
	• Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home	• 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	• 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	• 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	• 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	• 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	• 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 • 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 Alternative Piece 4a: Adolescent Friendships • Knowledge: I know myself well enough to maintain positive relationships with others whilst still keeping my own identity • Social and Emotional: I can be assertive when appropriate