



**THE  
WHITE  
HOUSE  
SCHOOL**

# Relationships Education Policy

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<b>Approved by:</b> Dave Farley, COO	<b>Date of approval:</b> September 2024
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## **1. Context**

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of ARC:

- Ambition
- Resilience
- Community

The White House School operates within the SPELL framework. SPELL is The National Autistic Society’s framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links:

<b>Structure</b>	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
<b>Positive (approaches and expectations)</b>	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
<b>Empathy</b>	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
<b>Low arousal</b>	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
<b>Links</b>	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

## 2. Aims

At The White House School, we believe that Relationships Education helps meet the challenges of creating a happy and successful adult life and provides pupils with the knowledge needed that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

The aims of relationships education at The White House School are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions.
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about relationships education.
- 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.
- Promote our school's three core values of Ambition, Resilience and Community by supporting pupils to achieve their best, believe in their potential, nurture their personal development and promote a sense of care for our pupil's community: both within school and a wider sense.
- Our school ethos of 'Healthy Minds, Happy Hearts' is a direct reflection of the value we place on supporting pupils with their personal development, so that academic success can follow.

## 3. Statutory requirements

As a primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching relationships education, we must have regard to guidance issued by the secretary of state as outlined in sections 403 of the Education Act 1996. We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

#### **4. Policy development**

This policy has been developed in consultation with a range of stakeholders. The consultation and policy development process involved the following steps:

- 1. Review:** Senior Leadership Team (SLT) and Directors collated all relevant information including relevant national and local guidance. This included published information from the Department of Education and the PSHE Association.
- 2. Staff consultation:** All school staff were given the opportunity to look at the policy and make recommendations.
- 3. Parent, Carer and Guardian Consultation:** As a new school, we did not have a pupil body and so parental views could not be gathered regarding the creation of this policy. However, since opening, we have consulted with parents during the policy review period and make the policy available to all parents.
- 4. Ratification:** Once amendments were made, the policy was shared with the Directors of the School Board and ratified.

#### **5. Definition**

At The White House School, we define relationships education as the following:

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

#### **6. Curriculum Content – Our Intent**

Our Relationships Education curriculum forms part of our wider PSHE curriculum. Our PSHE programme fully reflects our school's ethos and aims and encourages respect for other people, in line with the Equality Act of 2010.

As a specialist SEND setting, we follow the PSHE Association's 'Planning Framework for Pupils with SEND' which covers the following topics: Self Awareness, Self-care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In.

How the 6 strands of the SEND Framework relate to the PSHE Association Programme of Study:

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	STRANDS	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

We use JIGSAW as a resource for our medium and short-term plans for PSHE and Relationships Education. Their units correlate against the 6 strands above. We use Jigsaw for their mindful approaches, where time is built into each lesson for self-reflection.

#### HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND IS ORGANISED

The Planning Framework is organised into six sections:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
<b>Self-Awareness</b>	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal strengths</li> <li>2. Skills for learning</li> <li>3. Prejudice and discrimination</li> <li>4. Managing pressure</li> </ol>
<b>Self-Care, Support and Safety</b>	<ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>	<ol style="list-style-type: none"> <li>1. Feeling unwell</li> <li>2. Feeling frightened/worried</li> <li>3. Accidents and risk</li> <li>4. Keeping safe online</li> <li>5. Emergency situations</li> <li>6. Public and private</li> <li>7. Gambling</li> </ol>

Managing Feelings	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>
Changing and Growing	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Friendship</li> <li>3. Healthy and unhealthy relationship behaviour</li> <li>4. Intimate relationships, consent and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>
Healthy Lifestyles	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>	<ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>
The World I Live In	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> </ol>	<ol style="list-style-type: none"> <li>1. Diversity/ rights and responsibilities</li> <li>2. Managing online information</li> <li>3. Taking care of the environment</li> <li>4. Preparing for adulthood</li> <li>5. Managing Finances</li> </ol>

The curriculum map found in Appendix 1 outlines what we teach in each year.

The focus of our Relationships Education curriculum is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our curriculum will cover the following topics:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

## 7. Delivery

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

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

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, LGBTQ 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.

### **How we teach it - Implementation:**

- Dedicated PSHE and Relationships Education lessons take place weekly.
- The PSHE and Relationships Education curriculum, as part of our wider SMSC curriculum, is woven throughout all subjects. On each subject's learning journey document, SMSC links are identified to outline the opportunities for spiritual, moral, social and cultural development therein.
- The principles of PSHE are also explored through our wider school interactions, such as the Celebration Assembly held every Friday, whole-school events such as Anti-Bullying week and as part of our daily tutor time.
- By following the Jigsaw curriculum, linked to the PSHE Association's planning framework for pupils with SEND, we ensure that pupils of all abilities can access their learning. Further differentiation by resource, outcome and support is implemented in every lesson to ensure access for all.
- Teachers are made aware, through a statement in our Staff Handbook, that they are not to allow their personal beliefs or attitudes influence their teaching. Controversial topics and/or difficult questions are handled sensitively and impartially.
- PSHE and relationships education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE and relationships education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE and relationships education should start by determining pupils' prior knowledge. This will also enable teachers to make more effective judgements about pupils' development and progression in learning.
- It is important that pupils are helped to make connections between the learning they receive in PSHE and relationships education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE and relationships education.
- Teachers are made aware that if they feel uncomfortable teaching any aspect of the PSHE or Relationships Education curriculum, that they can discuss this with the Headteacher.

### **8. Assessment and Reporting - Impact**

The assessment of Relationships Education will follow the Jigsaw PSHE 'Encountering' to 'Enhancement' judgements and then mapped across to our own levelling system with pupils recorded as either 'Working Towards', 'Working Within', 'Honing' or 'Secure' in their level of understanding. Levels are recorded at the end of each half term on each pupil's individual Pupil Progress Sheet and class Pupil Progress Tracker to monitor attainment and progress.

PSHE and relationships education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE and relationships education should focus on learning set against the lesson objectives and outcomes. These assessment objectives can be found in the schemes of work and lesson plans. It is important to recognise that assessment in PSHE and relationships education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

Each learning objective is measured through work completed in the exercise book as well as teacher questioning, feedback and peer assessment. At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in a baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, draw and write, explain to an alien), lend themselves very well to a simple revisit where each pupil uses a different colour pen to add to their baseline activity and make any changes they now want to make. This allows the pupil and teacher to clearly see how far they have come in their learning. In other cases, pupils might repeat the activity or carry out a completely different activity.

Using various assessment for learning strategies, the teacher will identify whether a pupil is working towards, within, honing or securing expected learning and understanding in a particular topic. This is then marked on the class pupil progress tracker. Pupils who are ‘working towards’ understanding in a particular area might be offered a separate intervention to support their learning. This might include a follow up lesson, one to one support from their class learning support assistant or another named member of staff, or resources to be sent home for extra learning.

Progress will be reported to parents at the end of each term via reports, during parent’s evenings and through the pupil planner.

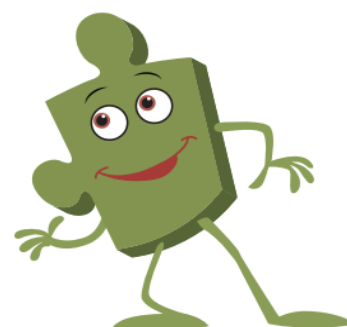
Grids for each section identify learning outcomes for each topic area in progressive stages, starting with the first stage, ‘Encountering’, through to the final stage, ‘Enhancement’. Each column builds on the one before, assumes that the pupil has met the previous column’s outcomes, and in some cases introduces new or additional learning in successive columns.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

How Jigsaw 3-11 and 11-16 align with and supports the new SEND framework published by the PSHE Association, November 2021  
 The following grids are written by the PSHE Association. Between each row are suggestions of which Jigsaw PSHE lesson plans cover the SEND framework.  
 Note: some areas are covered in more detail than others.



## 9. Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality that go beyond what is set out for relationships education or the science curriculum. Teachers will answer these questions in an age-appropriate way, correcting misconceptions and using appropriate terminology. Furthermore, teachers will often refer back to the scheme of work to assure children that these questions will be answered in the following years of their education. We recognise that children of the same age may be developmentally at different stages, leading to differing types of questions and behaviours. Teaching methods such as small groups and answering anonymous questions posed may be used to support all pupils. Given the ease of access to the internet, we are aware that children whose questions go



unanswered may turn to inappropriate sources, so therefore, teachers will answer these questions where possible and in line with our scheme of work. Teachers, if unsure, can seek advice from the Headteacher.

## **10. Inclusivity**

We 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
  - Able to engage with the key messages

We will also:

- Make sure 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
- Give careful consideration to the level of differentiation needed

## **11. Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory 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

## **12. Roles and responsibilities**

### **The School Board**

The School Board will approve the Relationships Education policy and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher, with support from the Head of Department, is responsible for ensuring that Relationships Education is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **Staff**

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching the subject are encouraged to discuss this with the Headteacher.

## **Pupils**

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to the subject, treat others with respect and sensitivity.

### **13. Parents' right to withdraw**

Parents and carers do not have the right to withdraw their child from relationships education.

### **14. Confidentiality and handling disclosures**

Due to the nature of PSHE and Relationships Education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. More information can be found in the Child Protection and Safeguarding Policy.

### **15. Involving Parents, Carers and Guardians**

Our PSHE and Relationships Education curriculum does not directly explore sex education themes. However, the statutory topics of puberty and conception are discussed from Year 4 upwards, both in these and their science lessons.

At the start of the autumn term, parents are given a curriculum overview which explicitly outlines the learning content for the academic year ahead. Parents **do not** have the right to withdraw their children from relationships education. Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within relationships education, however our curriculum does not include topics of this nature.

### **16. Training**

If required, staff are trained on the delivery of relationships education as part of their induction.

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

### **17. Monitoring arrangements**

The delivery of PSHE and Relationships Education is monitored by the Headteacher and Head of Department through:

- Lesson observations
- Learning walks
- Planning scrutinies
- Marking audit and book scrutinies

- Analysis of attainment data recorded on Pupil Progress Trackers

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

This policy will be reviewed by Elle Vinall, Headteacher, annually. At every review, the policy will be sent to the School Board for approval.

### **18. Links with other policies**

This Policy should be read in conjunction with the:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- E-Safety Policy
- Fundamental British Values and Protected Characteristics Policy
- Marking, Assessment and Expected Progress Policy
- Personal and Physical Development Subjects Policy
- Positive Behaviour Policy
- PSHE Policy
- Pupil Personal Development Policy
- SEND Policy
- SMSC Policy
- Teaching and Learning Policy

## Appendix 1

### PSHE and Relationships Education Curriculum Overview

The White House School						
PSHE and Relationships Education Curriculum Overview 2024-25						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Little Stars and Comets</b>	<p><b>Topic theme: Being Me In My World</b></p> <ul style="list-style-type: none"> <li>Self Identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<p><b>Topic theme: Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<p><b>Topic theme: Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<p><b>Topic theme: Healthy Me</b></p> <ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<p><b>Topic theme: Relationships</b></p> <ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<p><b>Topic theme: Changing Me</b></p> <ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Explorers</b>	<p><b>Jigsaw Unit: Being Me in My World.</b></p> <ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<p><b>Jigsaw Unit: Celebrating Difference.</b></p> <ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<p><b>Jigsaw Unit: Dreams and Goals.</b></p> <ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<p><b>Jigsaw Unit: Healthy Me. Motivation</b></p> <ul style="list-style-type: none"> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<p><b>Jigsaw Unit: Relationships. Different types of family</b></p> <ul style="list-style-type: none"> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<p><b>Jigsaw Unit: Changing Me. Life cycles in nature</b></p> <ul style="list-style-type: none"> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Voyagers</b>	<p><b>Jigsaw Unit: Being Me in My World.</b></p> <ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<p><b>Jigsaw Unit: Celebrating Difference. Families and their differences</b></p> <ul style="list-style-type: none"> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<p><b>Jigsaw Unit: Dreams and Goals.</b></p> <ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<p><b>Jigsaw Unit: Healthy Me. Exercise</b></p> <ul style="list-style-type: none"> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<p><b>Jigsaw Unit: Relationships. Family roles and responsibilities</b></p> <ul style="list-style-type: none"> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<p><b>Jigsaw Unit: Changing Me. How babies grow</b></p> <ul style="list-style-type: none"> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>
<b>Astronauts</b>	<p><b>Jigsaw Unit: Being Me in My World.</b></p> <ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<p><b>Jigsaw Unit: Celebrating Difference. Challenging assumptions</b></p> <ul style="list-style-type: none"> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<p><b>Jigsaw Unit: Dreams and Goals.</b></p> <ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<p><b>Jigsaw Unit: Healthy Me. Healthier friendships</b></p> <ul style="list-style-type: none"> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<p><b>Jigsaw Unit: Relationships. Jealousy</b></p> <ul style="list-style-type: none"> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<p><b>Jigsaw Unit: Changing Me. Being unique</b></p> <ul style="list-style-type: none"> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>

## Appendix 2

### By the end of primary school pupils should know...

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>