



# WELLESLEY PRIMARY SCHOOL

## Relationship & Sex Education Policy

Issue No: 9  
Date: January 2026

Approved by Governors: 28<sup>th</sup> January 2026

# Relationship & Sex Education

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## Change Record Sheet

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Issue No	Date	Summary of Change	Amended by:
6	January 2023	Policy Reviewed – deleted optional for Relationship curriculum	Heather Small
7	January 2024	Policy Reviewed – inclusion of online, consent and sexual harassment in policy; curriculum overview updated	Heather Small Liz Harding-Adams Leanne Palmer
8	January 2025	Policy Reviewed	Heather Small
9	January 2026	Policy Reviewed	Heather Small

## Summary

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This policy will be reviewed every year.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

Policy written: Spring 2012

# Relationship & Sex Education

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This policy should be read in conjunction with  
Child Protection  
Inclusion  
Anti-Bullying  
School Discipline and Rewards

## Rationale

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At Wellesley Primary School RSE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of a loving relationship. At Wellesley we teach RSE using Jigsaw and covering the objectives from the PSHE Association Framework. Through the teaching of relationships and sex education, children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. This will enable children to move with confidence from childhood through adolescence to adulthood.

## Aims

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- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others offline and online.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support including the laws of RSE.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To meet the requirements of the DfE guidance on RSE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive and healthy way both offline and online.
- To recognise when a relationship is unhealthy and potentially abusive.
- To develop knowledge to support pupils' mental health and wellbeing.
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy.
- To support children in understanding about 'consent'.

## Inclusion

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- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexual orientation, language and special needs, disadvantage and looked after status.

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- It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.
- Our RSE will be sensitive to the different needs of individual pupils and will evolve and adapt over time as pupil population changes.

## Parental Consultation

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Any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex education in school, other than sex education contained within the National Curriculum for Science. The school informs parents when aspects of the relationship and sex education programme are taught and provides opportunities for parents to view the videos, content and resources being used.

## Dealing with Difficult Questions

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Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

## Child Protection and Safeguarding

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Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Child Protection person in line with the school and LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. At Wellesley, if we have any reason to believe a pupil is at risk when teaching RSE, appropriate pastoral and safeguarding measures will be followed in accordance with our Child Protection Policy.

## Sensitive Topics

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Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. Children are taught to respect the life choices of others (including their sexuality). Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex. LGBT themes (such as being lesbian, gay, bisexual and transgender) will be taught depending on the needs of individual cohorts as will more complex topics such as female genital mutilation (FGM), child sexual exploitation (CSE); sexual harassment and violence, online abuse; child-on-child abuse.

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### Monitoring and Assessment

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Planning for PSHE will be monitored by the PSHE&C Subject Leader. Observations of teaching and learning will take place as part of the monitoring cycle. Pupil conferences will be held annually to discuss issues relating to PSHE. The majority of work will be of a practical nature with limited written recording. Parents will receive an annual assessment of their child's progress in PSHE via reports. There will be opportunities for staff development through staff meetings, INSET and training courses.

### Conclusion

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Children at Wellesley will be taught the knowledge, skills and understanding which help them to develop personally and socially. This will enable them to tackle many of the issues which are part of growing up and which will help them to become responsible citizens of the future.

At Wellesley we follow the **Jigsaw RSE Content**

The grid below shows specific SRE learning intentions for each year group.

### Year 6

Year group	Weekly themes	Learning intentions	Jigsaw piece
6	<p><b>Unit 5 – Relationships – Power and control</b></p> <p>Show respect in how they treat others</p>	I can recognise when people are trying to gain power or control	<p><b>Power and control:</b></p> <ul style="list-style-type: none"> <li>• <i>Power</i></li> <li>• <i>Control</i></li> <li>• <i>Authority</i></li> <li>• <i>Bullying</i></li> <li>• <i>Script</i></li> <li>• <i>Assertive</i></li> <li>• <i>Strategies</i></li> </ul>
6	<p><b>Unit 5 – Relationships - Being on line:</b></p> <p>Know how to help themselves and others when they feel upset or hurt</p>	I can judge whether something online is safe and helpful for me	<p><b>Being Online: Real or Fake? Safe or Unsafe?</b></p> <ul style="list-style-type: none"> <li>• <i>Risks</i></li> <li>• <i>Pressure</i></li> <li>• <i>Influences</i></li> <li>• <i>Self-control</i></li> <li>• <i>Real/Fake</i></li> <li>• <i>True/untrue</i></li> <li>• <i>Assertiveness</i></li> <li>• <i>Judgement</i></li> </ul>
6	<p><b>Unit 5 – Relationship – Using technology responsibly</b></p> <p>Know and show what makes a good relationship</p>	I can use technology positively and safely to communicate with my friends and family	<p><b>Using Technology Responsibly</b></p> <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Technology</i></li> <li>• <i>Power</i></li> <li>• <i>Control</i></li> <li>• <i>Cyberbullying</i></li> <li>• <i>Abuse</i></li> <li>• <i>Safety</i></li> </ul>
6	<p><b>Unit 6 – Changing me -</b></p> <p>Understand that everyone is unique and special</p>	I am aware of my own self-image and how my body image fits into that.	<p><b>My Self Image</b></p> <ul style="list-style-type: none"> <li>• <i>Self-image</i></li> <li>• <i>Self-esteem</i></li> <li>• <i>Real self</i></li> <li>• <i>Celebrity</i></li> </ul>

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6	<b>Unit 6 – changing me -</b> Can express how they feel when change happens	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.	<b>Puberty</b> <ul style="list-style-type: none"> <li>• <i>Opportunities</i></li> <li>• <i>Freedoms</i></li> <li>• <i>Responsibilities</i></li> <li>• <i>Puberty</i></li> </ul>
6	<b>Unit 6 – changing me -</b> Understand and respect the changes that they see in themselves	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	<b>Babies: Conception to Birth</b>  <b>Assessment Opportunity</b> <ul style="list-style-type: none"> <li>• <i>Pregnancy</i></li> <li>• <i>Embryo</i></li> <li>• <i>Foetus</i></li> <li>• <i>Placenta</i></li> <li>• <i>Umbilical cord</i></li> <li>• <i>Labour</i></li> <li>• <i>Contractions</i></li> <li>• <i>Cervix</i></li> <li>• <i>Midwife</i></li> </ul>
6	<b>Unit 6 – changing me -</b> Understand and respect the changes that they see in other people	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 know myself well enough to maintain positive relationships with others whilst still keeping my own identity	<b>Boyfriends and Girlfriends</b> <ul style="list-style-type: none"> <li>• <i>Attraction</i></li> <li>• <i>Relationship</i></li> <li>• <i>Pressure</i></li> <li>• <i>Love</i></li> <li>• <i>Sexting</i></li> <li>• <i>Consent</i></li> <li>• <i>Harassment</i></li> </ul> <b>Adolescent Friendships</b> <ul style="list-style-type: none"> <li>• <i>Independence</i></li> <li>• <i>Identity</i></li> <li>• <i>Values</i></li> <li>• <i>Relationships</i></li> <li>• <i>Pressure</i></li> <li>• <i>Adolescent</i></li> </ul>
6	<b>Unit 6 – changing me –</b> Know who to ask for help if they are worried about change	I am aware of the importance of a positive self-esteem and what I can do to develop it	<b>Real self and ideal self</b> <ul style="list-style-type: none"> <li>• <i>Self-esteem</i></li> <li>• <i>Negative body-talk</i></li> <li>• <i>Choice</i></li> <li>• <i>Feelings/emotions</i></li> <li>• <i>Challenge</i></li> <li>• <i>Mental health</i></li> </ul>

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Year 5

Year group	Weekly themes	Learning intentions	Jigsaw piece
5	<p><b>Unit 5 – relationships – Online safety:</b> Try to solve friendship problems when they occur</p> <p>Help others to feel part of a group</p> <p>Show respect in how they treat others</p>	<p><b>Safety with online communities:</b> I understand that belonging to an online community can have positive and negative consequences</p> <p><b>Being in an online community:</b> I understand there are rights and responsibilities in an online community or social network</p> <p><b>Online gaming:</b> I know there are rights and responsibilities when playing a game online</p>	<p><b>Safety with online communities</b></p> <ul style="list-style-type: none"> <li>• <i>Responsibility</i></li> <li>• <i>Age restriction</i></li> </ul> <p><b>Being in an online community:</b></p> <ul style="list-style-type: none"> <li>• <i>Social network</i></li> <li>• <i>Community</i></li> <li>• <i>Online</i></li> <li>• <i>Off line</i></li> <li>• <i>Responsibility</i></li> <li>• <i>Rights</i></li> <li>• <i>Risky</i></li> </ul> <p><b>Online gaming:</b></p> <ul style="list-style-type: none"> <li>• <i>Age restriction</i></li> <li>• <i>Community</i></li> <li>• <i>Violence</i></li> <li>• <i>Appropriate</i></li> <li>• <i>Grooming</i></li> <li>• <i>Trolled</i></li> <li>• <i>Gambling/betting</i></li> <li>• <i>Trustworthy</i></li> <li>• <i>Responsibility</i></li> <li>• <i>Rights</i></li> <li>• <i>Risky</i></li> </ul>
5	<p><b>Unit 6 – relationships -</b> Know and show what makes a good relationship</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p><b>Relationships and Technology</b></p> <ul style="list-style-type: none"> <li>• <i>Personal information</i></li> <li>• <i>Safe Online Choices</i></li> <li>• <i>Vulnerable</i></li> <li>• <i>Risk</i></li> <li>• <i>Grooming</i></li> <li>• <i>Rights</i></li> <li>• <i>Responsibilities</i></li> </ul>
5	<p><b>Unit 6 – changing me -</b> Understand that everyone is unique and special</p>	<p>I am aware of my own self-image and how my body image fits into that</p>	<p><b>Self and Body Image</b></p> <ul style="list-style-type: none"> <li>• <i>Self</i></li> <li>• <i>Self-image</i></li> <li>• <i>Body image</i></li> <li>• <i>Self-esteem</i></li> <li>• <i>Perception</i></li> </ul>

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			<ul style="list-style-type: none"> <li>• <i>Characteristics</i></li> <li>• <i>Aspects</i></li> <li>• <i>Affirmation</i></li> </ul>
5	<b>Unit 6 – changing me -</b> Can express how they feel when change happens	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	<b>Puberty for Girls</b> <ul style="list-style-type: none"> <li>• <i>Puberty</i></li> <li>• <i>Menstruation</i></li> <li>• <i>Periods</i></li> <li>• <i>Menstrual towels</i></li> <li>• <i>Menstrual pads</i></li> <li>• <i>Tampons</i></li> <li>• <i>Ovary/ Ovaries</i></li> <li>• <i>Vagina</i></li> <li>• <i>Oestrogen</i></li> <li>• <i>Vulva</i></li> <li>• <i>Womb/Uterus</i></li> </ul>
5	<b>Unit 6 – changing me -</b> Understand and respect the changes that they see in themselves	I can describe how boys' and girls' bodies change during puberty	<b>Puberty for boys</b> <ul style="list-style-type: none"> <li>• <i>Puberty</i></li> <li>• <i>Sperm</i></li> <li>• <i>Semen</i></li> <li>• <i>Testicles/Testes</i></li> <li>• <i>Erection</i></li> <li>• <i>Ejaculation</i></li> <li>• <i>Wet dream</i></li> <li>• <i>Larynx</i></li> <li>• <i>Facial hair</i></li> <li>• <i>Growth spurt</i></li> <li>• <i>Hormones</i></li> </ul>
5	<b>Unit 6 – changing me -</b> Understand and respect the changes that they see in other people	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	<b>Conception</b> <ul style="list-style-type: none"> <li>• <i>Relationships</i></li> <li>• <i>Conception</i></li> <li>• <i>Making love</i></li> <li>• <i>Sexual intercourse</i></li> <li>• <i>Fallopian tube</i></li> <li>• <i>Fertilisation</i></li> <li>• <i>Pregnancy</i></li> <li>• <i>Embryo</i></li> <li>• <i>Umbilical cord</i></li> <li>• <i>Contraception</i></li> <li>• <i>Fertility treatment (IVF)</i></li> </ul>
5	<b>Unit 6 – changing me -</b> Know who to ask for help if they are worried about change	I can identify what I am looking forward to about becoming a teenager and understand this brings	<b>Looking Ahead</b> <ul style="list-style-type: none"> <li>• <i>Teenager</i></li> <li>• <i>Milestone</i></li> </ul>

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		growing responsibilities (age of consent)	<ul style="list-style-type: none"> <li>• <i>Perceptions</i></li> <li>• <i>Puberty</i></li> <li>• <i>Responsibilities</i></li> <li>• <i>Consent</i></li> </ul>
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Year 4

Year group	Weekly themes	Learning intentions	Jigsaw piece
4	<b>Unit 5 – relationships –</b> Know how to help themselves and others when they feel upset or hurt	I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older	<b>Girlfriends and boyfriends:</b> <ul style="list-style-type: none"> <li>• <i>Boyfriend</i></li> <li>• <i>Girlfriend</i></li> <li>• <i>Attraction</i></li> <li>• <i>Pressure</i></li> <li>• <i>Personal</i></li> <li>• <i>Comfortable</i></li> </ul>
4	<b>Unit 5 – relationships -</b> Know and show what makes a good relationship	I know how to show love and appreciation to the people and animals who are special to me	<b>Celebrating My Relationships with People and Animals</b> <ul style="list-style-type: none"> <li>• <i>Special</i></li> <li>• <i>Love</i></li> <li>• <i>Appreciation</i></li> <li>• <i>Symbol</i></li> <li>• <i>Care</i></li> <li>• <i>Respect</i></li> </ul>
4	<b>Unit 6 – changing me -</b> Understand that everyone is unique and special	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	<b>Unique Me</b> <ul style="list-style-type: none"> <li>• <i>Personal</i></li> <li>• <i>Unique</i></li> <li>• <i>Characteristics</i></li> <li>• <i>Parents</i></li> <li>• <i>Gene</i></li> </ul>
4	<b>Unit 6 – changing me -</b> Can express how they feel when change happens	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	<b>Having a Baby</b> <ul style="list-style-type: none"> <li>• <i>Sperm</i></li> <li>• <i>Egg/Ovum</i></li> <li>• <i>Penis</i></li> <li>• <i>Testicles</i></li> <li>• <i>Vagina</i></li> <li>• <i>Womb/Uterus</i></li> <li>• <i>Ovaries</i></li> <li>• <i>Making love</i></li> <li>• <i>Having sex</i></li> <li>• <i>Sexual intercourse</i></li> </ul>

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			<ul style="list-style-type: none"> <li>• <i>Fertilise</i></li> <li>• <i>Conception</i></li> </ul>
4	<b>Unit 6 – changing me -</b> Understand and respect the changes that they see in themselves	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	<b>Puberty and Menstruation</b> <ul style="list-style-type: none"> <li>• <i>Puberty</i></li> <li>• <i>Menstruation</i></li> <li>• <i>Menstrual Cycle</i></li> <li>• <i>Periods</i></li> <li>• <i>Menstrual Pads</i></li> <li>• <i>Period Pants</i></li> <li>• <i>Vagina</i></li> <li>• <i>Vulva</i></li> <li>• <i>Ovaries</i></li> <li>• <i>Oestrogen</i></li> <li>• <i>Fallopian Tube</i></li> <li>• <i>Fertilised</i></li> </ul>
4	<b>Unit 6 – changing me -</b> Understand and respect the changes that they see in other people	I know how the circle of change works and can apply it to changes I want to make in my life	<b>Circles of Change</b> <ul style="list-style-type: none"> <li>• <i>Circle</i></li> <li>• <i>Seasons</i></li> <li>• <i>Change</i></li> <li>• <i>Control</i></li> </ul>
4	<b>Unit 6 – changing me -</b> Know who to ask for help if they are worried about change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	<b>Accepting Change</b> <ul style="list-style-type: none"> <li>• <i>Control</i></li> <li>• <i>Change</i></li> <li>• <i>Acceptance</i></li> </ul>

### Year 3

Year group	Weekly themes	Learning intentions	Jigsaw piece
3	<b>Unit 5 – Relationships –</b> Know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online	<b>Keeping Myself Safe Online</b> <ul style="list-style-type: none"> <li>• <i>Safe</i></li> <li>• <i>Unsafe</i></li> <li>• <i>Risky</i></li> <li>• <i>Internet</i></li> <li>• <i>Social media</i></li> <li>• <i>Private messaging (PM)</i></li> <li>• <i>Gaming</i></li> </ul>

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3	<b>Unit 5 – Relationships -</b> Know and show what makes a good relationship	I know how to express my appreciation to my friends and family	<b>Celebrating My Web of Relationships</b> <ul style="list-style-type: none"> <li>• <i>Happiness</i></li> <li>• <i>Celebrating</i></li> <li>• <i>Relationships</i></li> <li>• <i>Friendship</i></li> <li>• <i>Family</i></li> <li>• <i>Thank you</i></li> <li>• <i>Appreciation</i></li> </ul>
3	<b>Unit 6 – changing me -</b> Understand that everyone is unique and special	I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby	<b>How Babies Grow</b> <ul style="list-style-type: none"> <li>• <i>Male</i></li> <li>• <i>Female</i></li> <li>• <i>Changes</i></li> <li>• <i>Birth</i></li> <li>• <i>Animals</i></li> <li>• <i>Babies</i></li> <li>• <i>Mother</i></li> <li>• <i>Growing up</i></li> </ul>
3	<b>Unit 6 – Changing me –</b> Can express how they feel when change happens	I understand how babies grow and develop in the mother’s uterus  I understand what a baby needs to live and grow	<b>Babies</b> <ul style="list-style-type: none"> <li>• <i>Baby</i></li> <li>• <i>Grow</i></li> <li>• <i>Uterus</i></li> <li>• <i>Womb</i></li> <li>• <i>Nutrients</i></li> <li>• <i>Survive</i></li> <li>• <i>Love</i></li> <li>• <i>Affection</i></li> <li>• <i>Care</i></li> </ul>
3	<b>Unit 6 – Changing me -</b> Understand and respect the changes that they see in themselves	I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies  I can identify how boys’ and girls’ bodies change on the outside during this growing up process	<b>Outside Body Changes</b> <ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Puberty</i></li> <li>• <i>Control</i></li> <li>• <i>Breasts</i></li> </ul>
3	<b>Unit 6 – changing me -</b> Understand and respect the changes	I can identify how boys’ and girls’ bodies change on the inside during the growing up process and	<b>Inside Body Changes</b> <ul style="list-style-type: none"> <li>• <i>Puberty</i></li> <li>• <i>Male</i></li> </ul>

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	that they see in other people	can tell you why these changes are necessary so that their bodies can make babies when they grow up	<ul style="list-style-type: none"> <li>• <i>Female</i></li> <li>• <i>Testicles</i></li> <li>• <i>Sperm</i></li> <li>• <i>Penis</i></li> <li>• <i>Ovaries</i></li> <li>• <i>Egg</i></li> <li>• <i>Ovum/ova</i></li> <li>• <i>Womb/uterus</i></li> <li>• <i>Vagina</i></li> <li>• <i>Breasts</i></li> </ul>
3	<b>Unit 6 – changing me -</b> Know who to ask for help if they are worried about change	I can start to recognise stereotypical ideas I might have about parenting and family roles	<b>Family Stereotypes</b> <ul style="list-style-type: none"> <li>• <i>Stereotypes</i></li> <li>• <i>Task</i></li> <li>• <i>Roles</i></li> <li>• <i>Challenge</i></li> </ul>

### Year 2

Year group	Weekly themes	Learning intentions	Jigsaw piece
2	<b>Unit 5 – Relationships –</b> Try to solve friendship problems when they occur	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	<b>Keeping safe – exploring physical contact</b> <ul style="list-style-type: none"> <li>• <i>Touch</i></li> <li>• <i>Physical contact</i></li> <li>• <i>Communication</i></li> <li>• <i>Hugs</i></li> <li>• <i>Like</i></li> <li>• <i>Dislike</i></li> <li>• <i>Acceptable</i></li> <li>• <i>Not acceptable</i></li> </ul>
2	<b>Unit 5 - Relationships –</b> Show respect in how they treat others	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	<b>Secrets:</b> <ul style="list-style-type: none"> <li>• <i>Secret</i></li> <li>• <i>Surprise</i></li> <li>• <i>Good secret</i></li> <li>• <i>Worry secret</i></li> <li>• <i>Telling</i></li> <li>• <i>Adult</i></li> <li>• <i>Trust</i></li> <li>• <i>Surprised</i></li> <li>• <i>Happy</i></li> <li>• <i>Sad</i></li> <li>• <i>Frightened</i></li> </ul>

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2	<b>Unit 5 – Relationships -</b> Know and show what makes a good relationship	I can express my appreciation for the people in my special relationships	<b>Celebrating My Special Relationships</b> <ul style="list-style-type: none"> <li>• <i>Compliments</i></li> <li>• <i>Celebrate</i></li> <li>• <i>Positive</i></li> <li>• <i>Negative</i></li> <li>• <i>Appreciate</i></li> </ul>
2	<b>Unit 6 – Changing me -</b> Understand that everyone is unique and special	I can recognise cycles of life in nature	<b>Life Cycles in Nature</b> <ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Grow</i></li> <li>• <i>Life cycle</i></li> <li>• <i>Control</i></li> <li>• <i>Baby</i></li> <li>• <i>Adult</i></li> <li>• <i>Fully grown</i></li> </ul>
2	<b>Unit 6 – Changing me -</b> Can express how they feel when change happens	I can tell you about the natural process of growing from young to old and understand that this is not in my control	<b>Growing from Young to Old</b> <ul style="list-style-type: none"> <li>• <i>Growing up</i></li> <li>• <i>Old</i></li> <li>• <i>Young</i></li> <li>• <i>Change</i></li> <li>• <i>Respect</i></li> <li>• <i>Appearance</i></li> <li>• <i>Physical</i></li> </ul>
2	<b>Unit 6 – Changing me -</b> Understand and respect the changes that they see in themselves	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	<b>The Changing Me</b> <ul style="list-style-type: none"> <li>• <i>Baby</i></li> <li>• <i>Toddler</i></li> <li>• <i>Child</i></li> <li>• <i>Teenager</i></li> <li>• <i>Adult</i></li> <li>• <i>Independent</i></li> <li>• <i>Timeline</i></li> <li>• <i>Freedom</i></li> <li>• <i>Responsibilities</i></li> </ul>
2	<b>Unit 6 – Changing me -</b> Understand and respect the changes that they see in other people	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private	<b>Boys' and Girls' Bodies</b> <ul style="list-style-type: none"> <li>• <i>Male</i></li> <li>• <i>Female</i></li> <li>• <i>Penis</i></li> <li>• <i>Testicles</i></li> <li>• <i>Vulva</i></li> <li>• <i>Vagina</i></li> <li>• <i>Anus</i></li> <li>• <i>Public</i></li> </ul>

## Relationship & Sex Education

			<ul style="list-style-type: none"> <li>• <i>Private</i></li> </ul>
2	<b>Unit 6 – Changing me -</b> Know who to ask for help if they are worried about change	I understand there are different types of touch and can tell you which ones I like and don't like	<b>Assertiveness</b> <ul style="list-style-type: none"> <li>• <i>Touch</i></li> <li>• <i>Texture</i></li> <li>• <i>Cuddle</i></li> <li>• <i>Hug</i></li> <li>• <i>Squeeze</i></li> <li>• <i>Like</i></li> <li>• <i>Dislike</i></li> <li>• <i>Comfortable</i></li> <li>• <i>Uncomfortable</i></li> </ul>

### Year 1

Year group	Weekly themes	Learning intentions	Jigsaw piece
1	<b>Unit 5 – Relationships –</b> Help others to feel part of a group	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	<b>Greetings</b> <ul style="list-style-type: none"> <li>• <i>Greeting</i></li> <li>• <i>Touch</i></li> <li>• <i>Feel</i></li> <li>• <i>Texture</i></li> <li>• <i>Like</i></li> <li>• <i>Dislike</i></li> </ul>
1	<b>Unit 5 – Relationships -</b> Know and show what makes a good relationship	I can tell you why I appreciate someone who is special to me	<b>Celebrating My Special Relationships</b> <ul style="list-style-type: none"> <li>• <i>Celebrate</i></li> <li>• <i>Relationships</i></li> <li>• <i>Special</i></li> <li>• <i>Appreciate</i></li> <li>• <i>Feelings</i></li> </ul>
1	<b>Unit 6 – Changing me -</b> Understand that everyone is unique and special	I am starting to understand the life cycles of animals and humans	<b>Life cycles</b> <ul style="list-style-type: none"> <li>• <i>Changes</i></li> <li>• <i>Life cycle</i></li> <li>• <i>Baby</i></li> <li>• <i>Adulthood</i></li> </ul>
1	<b>Unit 6 – changing me -</b> Can express how they feel when change happens	I can tell you some things about me that have changed and some things about me that have stayed the same	<b>Changing Me</b> <ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Life cycle</i></li> <li>• <i>Baby Adult</i></li> </ul>

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			<ul style="list-style-type: none"> <li>• <i>Grown up</i></li> </ul>
1	<b>Unit 6 – changing me -</b> Understand and respect the changes that they see in themselves	I can tell you how my body has changed since I was a baby	<b>My Changing Body</b> <ul style="list-style-type: none"> <li>• <i>Baby</i></li> <li>• <i>Growing up</i></li> <li>• <i>Adult</i></li> <li>• <i>Change</i></li> </ul>
1	<b>Unit 6 – changing me -</b> Understand and respect the changes that they see in other people	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	<b>Boys’ and Girls’ Bodies</b> <ul style="list-style-type: none"> <li>• <i>Male</i></li> <li>• <i>Female</i></li> <li>• <i>Penis</i></li> <li>• <i>Testicles</i></li> <li>• <i>Vulva</i></li> <li>• <i>Vagina</i></li> <li>• <i>Anus</i></li> </ul>
1	<b>Unit 6 – changing me -</b> Know who to ask for help if they are worried about change	I understand that every time I learn something new I change a little bit	<b>Learning and Growing</b> <ul style="list-style-type: none"> <li>• <i>Learn</i></li> <li>• <i>New</i></li> <li>• <i>Grow</i></li> <li>• <i>Change</i></li> </ul>

### EYFS

Year group	Jigsaw piece	Learning intentions
R	Unit 5 - Relationships – <b>Falling out and bullying</b>	I am starting to understand the impact of unkind words.
R	Unit 5 – Relationships - <b>Being the best friends we can be</b>	I know how to be a good friend
R	Unit 6 – changing me - <b>My Body</b>	I can name parts of the body
R	Unit 6 – changing me – <b>Respecting my body</b>	I can tell you some things I can do and foods I can eat to be healthy
R	Unit 6 – changing me - <b>Growing Up</b>	I understand that we all grow from babies to adults