

Cogan Primary School Ysgol Gynradd Cogan



Relationships and Sexuality Education Policy (RSE)

Relationships and Sexuality Education (RSE)

RSE Relationships and Sexuality Education (RSE) involves the delivery of lessons that aim to prepare all pupils for the opportunities, responsibilities and experiences of adult life, taking note of their moral, spiritual, cultural, mental and physical development at school and in the world.

Introduction

This policy has been developed in line with guidance from the Welsh Assembly Government Circular No. 019/2010 (Sex and Relationships Education in Schools). Several other documents were also used to support the writing of this policy, including:

- The Sexual Health and Wellbeing in Wales Action Plan, 2010–2015
- Education Act 1996
- The requirements of the Personal and social education framework for 7 to 19-year-olds.
- AoLE for Health and Wellbeing

Cogan Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS). The WNHSS National Quality Award provides schools with a framework for the development of personal development and relationships.

Links with other Policies and Curriculum Areas of Learning and Experience

- Personal and social education (PSE)
- Jigsaw PSHE
- Confidentiality
- Safeguarding/child protection
- Anti-bullying (including procedures for dealing with homophobic bullying)
- Equality and diversity.
- Review/monitoring

Rationale

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. Central to the Curriculum for Wales is an aspiration for every child and young person to achieve the four purposes of the curriculum.

A rights and equity based RSE curriculum helps ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. Therefore, schools and settings should discuss RSE in the context of the Rights protected by the *United Nations Convention on the Rights of the Child*.

Schools are recognised as playing an important role in having a positive and sustained impact on children and young people's sexual health and well-being. All learners need help to build up their confidence, awareness and self-esteem, which will in turn assist them in managing and negotiating their personal relationships.

RSE is about understanding the importance of stable and loving personal relationships, respect, care, and the building of successful relationships with friendship groups and the wider community. We live in a diverse society and pupils come from a variety of family backgrounds. "Teachers should take care to approach all pupils with sensitivity and respect and ensure that there is no stigmatisation of pupils based on their home circumstances". (Sex and Relationships Education in Schools, Circular 019/2010, WAG 2010)

The RSE Code in Wales states:

*RSE provided must be **developmentally appropriate** for learners. Therefore, schools and settings must take account of a range of factors such as the learner's age, knowledge and maturity and any additional learning needs. The RSE needs to be developmentally appropriate for each learner. (2021)*

Cogan Primary School is committed to the teaching of Relationships, Sexuality Education (RSE). It will be taught as part of the Health and Wellbeing Area of Learning and Experience, Personal and Social Education programme (PSE) with areas of overlap into the Science and Technology area of learning with some aspects of the Humanities area of learning.

Aims

At Cogan Primary School we aim to develop age appropriate RSE in the context of a broad and balanced curriculum. The school aims to achieve the following outcomes for all pupils.

By the end of the Lower Primary pupils should be able to:

- value themselves
- recognise and communicate their feelings
- form friendships and relationships
- name the parts of the body in order to distinguish between male and female
- understand the difference between appropriate and inappropriate touch.

Staff have been trained by the NSPCC in using the PANTS Programme. This enables them to speak to the children at a level which is appropriate about inappropriate touch and to teach them that they have the right to say no e.g.

if somebody tries to touch them underneath their underwear.

Staff will not show shock at any terminology that is used for body parts.

Correct names will be used as appropriate.

By the end of Upper Primary pupils should understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions

- the importance of personal safety and what to do or to whom to go when feeling unsafe
- name the parts of the body in order to distinguish between male and female
- understand the difference between appropriate and inappropriate touch

The delivery of the RSE programme

The RSE programme is taught by class teachers in mixed gender groups wherever possible. Involvement of external agencies helps to enrich the delivery of RSE, but does not replace RSE within the taught curriculum. Outside agencies are made aware of their role within the delivery of RSE and are provided with a copy of the school's RSE policy.

As part of the RSE programme the children will view a range of interactive DVDs/video clips. These will be watched in a relaxed atmosphere and the pupils will have opportunities to view parts of the video again, if they wish to. The teachers and outside agencies involved will attempt to deal with questions in a sensitive, open, frank and matter of fact way.

The subject will be dealt with in a sensitive, but informative manner. Due care and attention will be paid to matching teaching to the maturity of the pupils involved. The programme will be carefully structured but spontaneous questions and issues will be dealt with by the teachers involved giving as much detail as they feel is necessary.

In discussing ground rules, the children will be asked not to discuss the contents of the lessons with younger pupils. Also we will encourage children not to ask personal questions of each other or the staff involved.

Pupils will be encouraged to discuss the lessons with their parents/carers and also parents/carers will be encouraged to instigate discussions about the classes with their children. Before the programmes are seen by the pupils, parents are given reasonable notice that they are about to take place in order to allow parents time to give consent and discuss with their children if necessary. Resources used during the RSE programme are available on request for parents/carers to view and comment on.

Continuing professional development

The school will be cognizant of national and local training requirements and guidance. The school will ensure that the RSE Lead/link governor receives initial training when starting their role and continued professional updates as and when required. The RSE Lead will also take part in professional learning networks and cluster based training in order to share good practice and will disseminate to all staff.

Working with parents/carers and the wider community

This policy is available to parents/carers via the school website. A paper copy is available from the Head teacher/Health and Wellbeing Lead.

Update RSE meetings are regularly held with parents to ensure their knowledge and understanding of the RSE curriculum.

The material relating specifically to human reproduction is incorporated into the Year 6 programme and is composed of the relevant aspects of the Science and Technology and Health and Wellbeing AOLE's. Therefore, this course material will be offered to the pupils during the Summer Term of Year 6.

Monitoring and evaluation

The Head teacher, Senior Leadership Team and Health and Wellbeing Lead are responsible for monitoring standards of learning and teaching in RSE. Learners will be asked to contribute to the evaluation of the RSE programme through feedback questionnaires and discussions, which will in turn feed into whole school self-evaluation.

The content of the RSE programme cross referenced with the ‘Changing me’ and ‘Relationships’ Jigsaw units.

Nursery

‘Relationships’

Weekly Celebration	Pieces	Learning Intentions	Resources
Know how to make friends	1. My Family and Me!	I can tell you about my family	Keyworker to bring in a photo of their own family Family puzzle, either wooden one or printed one that has been laminated and cut up Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends Part 1	I understand how to make friends if I feel lonely	Jigsaw Song sheet: ‘RELATIONSHIP’ Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Help others to feel part of a group	3. Make friends, make friends, never ever break friends Part 2	I can tell you some of the things I like about my friends	Jigsaw Song sheet: ‘RELATIONSHIP’ Book: ‘Mabel and Me, Best of Friends’ by Mark Sperring and Sarah Warburton Book: ‘George and Martha’, by James Marshall Food to share (apple/biscuits/toast) Playdoh Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I know what to say and do if somebody is mean to me	Squirty cream/shaving foam/plate Tray Jigsaw Song sheet: ‘RELATIONSHIP’ Teddies Jenga Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings	Angry photos Mirror Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know and show what makes a good relationship	6. Being the best friends we can be	I can work together and enjoy being with my friends	Assortment of fairytale characters (books or puppets) Song - ‘You’ve Got A Friend in Me’ by Randy Newman (Toy Story song) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

‘Changing me’

Weekly Celebration	Pieces	Learning Intentions	Resources
Understand that everyone is unique and special	1. My Body	I can name parts of my body and show respect for myself	Bag/box Book: ‘Look Inside Your Body’, by Louie Stowell Labels naming all the different body parts Pictures of all the different body parts that will go together to form a whole body Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and some food I can eat to be healthy	Jigsaw Song sheet: ‘Make a Good Decision’ Selection of pictures that show healthy/not so healthy activities/food Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all start as babies and grow into children and then adults	Jigsaw Song sheet: ‘A New Day’ Book: ‘I wonder why kangaroos have pouches’ by Jenny Wood Book: ‘The Very Hungry Caterpillar’ by Eric Carle Pictures ranging from a baby to a toddler, showing different stages of development, e.g. drinking milk, teething, crawling, toileting Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in other people	4. Growth and Change	I know that I grow and change	Jigsaw Song sheet: ‘A New Day’ Book: ‘Huge Bag of Worries’, by Virginia Ironside Seeds Pots Compost Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know who to ask for help if they are worried about change	5. Fun and Fears	I can talk about how I feel moving to School from Nursery	Music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Are looking forward to change	6. Celebration	I can remember some fun things about Nursery this year	Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Reception

'Changing Me'

Weekly Celebration	Pieces	Learning Intentions
Understand that everyone is unique and special	1. My Body	I can name parts of the body
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception

'Relationships'

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Families	R1, R2, R3, R4	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me
2. Making Friends	R7, R8, R9, R10, R11, R12	I can identify what being a good friend means to me	I know how to make a new friend
3. Greetings	R14, R19, R25, R26, R27, R28	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me
4. People Who Help Us	R11, R16, R19, R25, R28, R32, H4	I know who can help me in my school community	I know when I need help and know how to ask for it
5. Being My Own Best Friend	R9, R10, R11, R15, R30, H3, H6	I can recognise my qualities as person and a friend	I know ways to praise myself
6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity	R12, R13, R16, H2, H6	I can tell you why I appreciate someone who is special to me	I can express how I feel about them

Year One

'Changing me'

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	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	I respect my body and understand which parts are private
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes

'Relationships'

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Families	R1, R2, R3, R4, R5, R6	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family
2. Keeping Safe - exploring physical contact	R16, R19, R25, R27, R28, R29, R30, R32	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this
3. Friends and Conflict	R7, R9, R10, R12, R16, H15	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
4. Secrets	R6, R16, R19, R20, R22, R26, R31, R32, H2, H3	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
5. Trust and Appreciation	R11, R12, R13, R16, R31, H2, H3	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity	R8, H2, H3	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others

Year Two

‘Changing me’

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
Can express how they feel when change happens	2. Growing from Young to Old	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 identify people I respect who are older than me
Understand and respect the changes that they see in themselves	3. The Changing Me	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 feel proud about becoming more independent
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	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 can tell you what I like/don't like about being a boy/girl
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

‘Relationships’

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Family Roles and Responsibilities	R1, R2, R3, R4, R18	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
2. Friendship	R7, R8, R9, R10, R12, R19, H2, H3	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
3. Keeping Myself Safe Online	R11, R17, R20, R21, R22, R23, R24, R25, R26, R32, H9, H11, H12, H13, H14, H15, H16, H17,	I 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
4. Being a Global Citizen 1		I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices
5. Being a Global Citizen 2		I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	R13, R16	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

Year 3

‘Changing me’

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. How Babies Grow	I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
Can express how they feel when change happens	2. Babies	I understand how babies grow and develop in the mother’s uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
Understand and respect the changes that they see in themselves	3. Outside Body Changes	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	I recognise how I feel about these changes happening to me and know how to cope with those feelings
Understand and respect the changes that they see in other people	4. Inside Body Changes	I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
Know who to ask for help if they are worried about change	5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	Identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

‘Relationships’

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel	Jigsaw Chime, ‘Calm Me’ script, Male/female Jobs PowerPoint, Jigsaw Jino, Male/female/both cards, Sets of the ‘Whose Responsibility?’ cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution	Jigsaw Song: ‘RELATIONSHIPS’, Jigsaw Chime, Jigsaw Jino, ‘Calm Me’ script, ‘Donkey’ PowerPoint, Solve it together technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Keeping Myself Safe Online	I 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	Jigsaw Jino, Jigsaw Chime, PowerPoint slide of ‘Gaming App’, ‘Top Tips’ cards, ‘Calm me’ script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices	Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jino, World map or globe, Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, PowerPoint: Work in Other Countries Jigsaw, sweetcorn, Mobile phone, Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them	Jigsaw Chime, ‘Calm Me’ script, Power Point-Children around the world and handouts, A set of the ‘Wants and Needs’ cards cut up, Paper and pens to create posters, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jino.
Know and show what makes a good relationship	6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups	Jigsaw Jino, Jigsaw Chime, ‘Calm Me’ script, Jigsaw song: ‘RELATIONSHIPS’, Appreciation streamer description sheet, Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Year 4

'Changing me'

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Unique Me	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	I appreciate that I am a truly unique human being	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	Making Things cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz's Post box (from last lesson), Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Girls and Puberty	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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty	How do I feel about puberty? cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' – a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/ or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Jigsaw Song: 'A New Day', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures, Sofia and Levi PowerPoint, Circle of Change diagram/template, Split pins, Cardboard arrows, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Emotions cards, PowerPoint slides of environmental change, Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this	Jigsaw Jaz, Jigsaw Chime, The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw Jaz's post box, Circle of Change templates, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

'Relationships'

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Recognising Me	R13, R15, H2, H3, H4, H7	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
2. Safety with Online Communities	R11, R12, R13, R14, R16, R17, R20, R21, R22, R23, R24, R25, R26, R29, R31, R31, R32, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
3. Being in an Online Community	R12, R13, R14, R16, R19, R20, R21, R22, R23, R24, R25, R26, R29, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
4. Online Gaming	R12, R13, R14, R19, R20, R21, R22, R23, R24, H11, H12, H13, H14, H15, H16, H17	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
5. My Relationship with Technology: screen time	R12, R13, R14, R20, R21, R22, R23, R24, H5, H11, H12, H13, H14, H15, H16, H17, H28	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
6. Relationships and Technology Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)	R11, R12, R13, R14, R20, R21, R22, R23, R24, H1, H11, H12, H13, H14, H15, H16, H17	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others



Year 5

‘Changing Me’

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Self and Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Can express how they feel when change happens	2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
Understand and respect the changes that they see in themselves	3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
Understand and respect the changes that they see in other people	4. Conception	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 appreciate how amazing it is that human bodies can reproduce in these ways
Know who to ask for help if they are worried about change	5. Looking Ahead 1 Puzzle Outcome: Change Cards	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
Are looking forward to change	6. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

‘Relationships’

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Mini- whiteboards and pens or paper and pens, Paper and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Labels for the online safety game (Safe, Unsafe, I'm not sure), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Different online communities Flipchart and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'How many gamers?', PowerPoint slide 'Mia's story', Game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason's story, PowerPoint slide: 'Are you having too much screen time?', Screen time solutions resource, Screen time log (optional), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity ★ Puzzle outcome: Internet Safety Poster (staying safe and happy online)	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint of text messages, PowerPoint slide of 'Clare', PowerPoint slide 'Staying Safe and happy online', Paper and pens for poster designs, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Year 6

'Changing Me'

Puzzle 6 - Changing Me

Puzzle Map - Ages 10-11



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 6: T-shirts

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Classroom labels (letter A- D), 'Time and Money' PowerPoint slides, Facts About Fashion PowerPoint slide, Jigsaw Chime, 'Calm me' script, Flip chart and pens, Unhelpful/helpful resource, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides: female and male body changes, Animation: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Boy worries / Girl worries cards, Teacher notes page (Boy/Girl worries), Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness), Blank paper, Jigsaw Jem's Private Post Box, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Babies: Conception to Birth Assessment Opportunity	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby	Tennis ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slides of a baby developing in the womb, A set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boyfriends and Girlfriends	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 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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Should I/ Shouldn't I? resource, Diamond 9 Cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'	Jigsaw Chime, 'Calm me' script, Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up, PowerPoint slides 'Ideal bodies', 'Real self/ideal' self templates - 2 copies per child, Different coloured pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Are looking forward to change	6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year.	Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, PowerPoint slide - Bungee run, Paper and pens, Optional: Blank T-shirts, Optional: Fabric pens, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

'Relationships'

Puzzle 5 - Relationships

Puzzle Map - Ages 9-10



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'
Piece 6: Internet Safety Poster

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Mini- whiteboards and pens or paper and pens, Paper and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Labels for the online safety game (Safe, Unsafe, I'm not sure), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Different online communities Flipchart and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'How many gamers?', PowerPoint slide 'Mia's story', Game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason's story, PowerPoint slide: Are you having too much screen time?, Screen time solutions resource, Screen time log (optional), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint of text messages, PowerPoint slide of 'Clare', PowerPoint slide 'Staying Safe and happy online', Paper and pens for poster designs, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Additional Documentation

The main resources used to support the RSE programme at Cogan Primary School are:

- Curriculum for Wales -RSE Code
<https://gov.wales/sites/default/files/publications/2022-01/curriculum-for-wales-relationships-sexuality-education-code.pdf>
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- Jigsaw PSHE resources <https://jigsaw3-11.com/>
- Growing up resources (Tyfu y fyny) made by Healthy Schools Wales
- NSPCC.org.uk -Pants resources
<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>
- SENSE DVD's - making sense of growing up and being safe



Policy – Relationships and Sexuality Education (RSE)

This is to confirm that the Governing Body of

**Cogan Primary School
Ysgol Gynradd Cogan**

has accepted the attached policy at the Governing Body meeting held on

May 2022

Signed: K John

Chair of Governing Body

Date: 25/05/22