

# **Cogan Primary School Ysgol Gynradd Cogan**



## **Relationships and Sexuality Education Policy (RSE)**

## **1. Introduction**

**Cogan Primary School** is committed to adopting a Whole School Approach to high-quality provision of Relationships and Sexuality Education (RSE) for all learners. Therefore, it is important that this policy has been developed in consultation with a range of stakeholders including the active engagement of learners.

The purpose of this policy is to provide all stakeholders (learners, staff, parents/carers, governors, and external organisations), information about the provision of RSE in our school.

High quality RSE allows for all learners to grow and develop in a safe environment to understand how to become healthy adults who are critical thinkers, whilst developing positive and healthy relationships with others. It is important that learners are able to explore, develop and nurture positive attitudes towards equality, gender diversity and respectful relationships. This RSE Policy supports wider approaches to preventing violence against women, domestic abuse, and sexual violence (VAWDASV), harmful sexual behaviours, and peer-on-peer harassment and abuse.

## **2. Aims of RSE**

**Cogan Primary School** School is fully inclusive which means that we use a whole-school, strategic approach to fully include and respond to the needs of all our learners and families.

- RSE has a positive and empowering role in learners' education and is vital in supporting them to realise the [Four purposes](#) as part of a *whole-school approach*.
- Our RSE curriculum enables learners to form and maintain a range of relationships, all based on mutual trust and respect. This is the foundation of RSE at our school.
- Good quality RSE empowers learners to make responsible, well-informed decisions and be able to understand themselves and others.
- Our RSE Curriculum seeks to equip learners to challenge harmful stereotypes and perceptions and be able to seek help and support.
- Good quality RSE is **positive, protective and preventative** and underpinned by a need led, rights-based approach which takes a positive view of human sexuality and relationships.

### **Good quality RSE should also:**

- Provide accurate facts.
- Use correct biological terminology during RSE lessons.
- Promote a safe, positive, open and honest learning culture free from stigma, shame, fear and guilt which is positively inclusive, respectful and safe for all learners.
- Promote a critical awareness of the different attitudes and values in relation to RSE.
- Empower learners to make responsible, well-informed decisions and to be able to understand themselves and others.
- Challenge harmful stereotypes and perceptions, including gender norms.
- Provide access to objective, supportive and inclusive information about growing up, body changes, healthy relationships, reproductive and sexual health.
- Provide information on where learners can access help and support services in relation to RSE.

### **3. Legislation and guidance**

Relationships and Sexuality Education (RSE) is a statutory requirement in the new Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16.

The [RSE Code](#) is issued in legislation under Section 8 of the Curriculum and Assessments (Wales) Act 2021, and clearly states the legal mandatory requirements for RSE which schools and education provisions have to deliver. Key points are:

- RSE is mandatory for all learners from ages 3 to 16 in Wales.
- Parents/carers will no longer be able to withdraw their child/young person from RSE in line with the roll out of the new curriculum.
- Using supportive guidance, schools will design their own RSE Curriculum
- The RSE Curriculum must be developmentally appropriate for learners.
- The RSE Curriculum must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives.

The [RSE Statutory Guidance](#) (2022) is published under Section 71 of the Curriculum and Assessment (Wales) Act 2021 and is designed to assist those responsible, as stated in the RSE Code, to design the RSE Curriculum for their school/education provision.

**Cogan Primary School** fully complies with the legal statutory duty stated in the RSE Code from Welsh Government.

**Cogan Primary School** recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within our community and between learners, parents / carers, staff, governors/management committee members and partners.

Our school policy and curriculum have been developed in line with Welsh Government statutory guidance and [legislative summary](#) and aligns with the Equality Act 2010.

#### **4. Enabling Human Rights**

As the world around us evolves at a rapid and significant rate, we will uphold learners' rights under the [United Nations Convention of the Rights of the Child](#) (UNCRC) to education (Article 28) which prepares them to understand others (Article 29) through an inclusive, holistic, evidence-based and participative RSE Curriculum. In this way, learners develop an understanding of how rights are related to all aspects of RSE and contribute to the freedom, dignity, well-being and safety of all people. This also helps learners to understand the importance of equity, recognising the importance of rights in ensuring fair treatment for all.

Our school also links learning to the United Nations Convention on the Rights for Persons with Disabilities (UNCRPD): [Convention on the Rights of Persons with Disabilities \(CRPD\) | United Nations Enable](#)

Everyone who works with children and young people at **Cogan Primary School** will always do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

#### **5. Related Policies**

This Policy is not to be read in isolation. All staff at **Cogan Primary School** are aware and adhere to relevant school policies which complement RSE. These include:

- Confidentiality
- Safeguarding / child protection
- Anti-bullying (including procedures for dealing with homophobic, biphobic and transphobic bullying)
- Substance Misuse
- Equality and Diversity
- Internet Safety
- Positive Relationships

#### **6. What is RSE?**

RSE encompasses the knowledge, skills, dispositions, and values that will empower learners to:

- Support their health and well-being
- Develop healthy, safe and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships

- Navigate and make sense of how relationships, sex, gender, and sexuality shape their own and other people's identities and lives
- Understand and support their rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives and advocate for these

## **7. Responsibilities for RSE**

In line with a Whole-School Approach, RSE is everyone's responsibility at **Cogan Primary School**. However, the Governing Body, Headteacher, Senior Leadership Team, and RSE Lead have specific roles to ensure the successful implementation of RSE and a safe environment for all learners.

### **7.1 Role of the School/Provision Governing Body**

The role of the Governing Body at **Cogan Primary School** is to:

- Determine and authorise RSE Policy, ensuring it is compliant with the Statutory Requirements outlined in the RSE Code.
- Ensure the RSE Policy is up to date and reviewed regularly (every two years).
- Ensure the RSE Policy is widely disseminated throughout the whole school community.

### **7.2 Role of the Headteacher and Senior Leadership Team**

The role of the Headteacher and Senior Leadership Team at **Cogan Primary School** is to:

- Co-ordinate the formulation of **Cogan Primary School** RSE Policy by involving all relevant stakeholders.
- Allocate a named member of staff to lead on RSE
- Inform all staff and adults involved with the delivery of RSE within the school of the contents of the policy and its implications to them as providers.
- Assess the Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs with suitable professional training.
- Provide support to the RSE Lead where appropriate, including supporting any challenges from parents/carers.
- Determine and allocate funding allowance for RSE Curriculum to support resources/professional training/external organisations costs.
- When the RSE Policy is reviewed, learners, teachers, governors, families, and outside agencies (where applicable) will be consulted to ensure it is effective and meeting statutory requirements.

### **7.3 Role of the RSE Lead**

The role of the RSE Lead at **Cogan Primary School** is to:

- Develop and implement a developmentally appropriate RSE Curriculum for all learners, in line with the statutory requirements outlined in the RSE Code.
- Monitor and evaluate RSE in conjunction with other subject leaders to ensure that RSE is integrated effectively across all Areas of Learning Experience (AoLE).
- Monitor and evaluate the scheme of work and the suitability of resources.
- Ensure pupil voice is reflected within the RSE Curriculum.
- Liaise with outside agencies and co-ordinate their involvement with the RSE programme where appropriate.
- Liaise with parents / carers where needed regarding RSE Curriculum.
- Liaise with the Local Authority and Healthy Schools Team.
- Offering support to parents/carers in talking to their children about RSE and how to link this with what is being taught at school
- The RSE Curriculum will be monitored and evaluated by the RSE Lead annually to ensure that it remains relevant, up to date and is meeting the needs of all learners.

## **8. RSE Curriculum**

RSE is a broad, interdisciplinary, and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions.

**Cogan Primary School** seeks to provide a high quality pluralistic RSE Curriculum which is based around the six key principles for RSE as set out in the [Welsh Government RSE guidance](#). This provision aims to be inclusive, factually correct, and encourages learners to critically engage with the materials used. The RSE Curriculum will be taught by staff using cross-cutting themes and discreet lessons within all related Areas of Learning and Experience (AoLE), using teaching strategies and techniques which are developmentally appropriate and meet learners needs. This will also help to avoid a 'single issue' approach where each lesson covers a different RSE issue, isolated from other learning.

### **Positive, protective, and preventative RSE**

Building on the Code, the approach to RSE in our school is positive, protective and preventative. We support learners to:

- Have access to objective, supportive and inclusive information about growing up, changing, relationships, reproductive and sexual health.
- Understand and cope with change, conflicts and pressure.
- Recognise potentially harmful behaviours in relationships and know how to seek support.
- Have the knowledge to recognise all forms of discrimination, violence, abuse and neglect, including **violence against women, domestic abuse and sexual violence**.
- Seek help and advice where appropriate.

### **Inclusivity, Including LGBTQ+ inclusivity**

In line with the mandatory requirements of the RSE Code, RSE will be realised in a way that is inclusive in accordance with the principles of equality. This helps ensure that all learners can see themselves, their families, their communities and each other reflected across the curriculum and can learn to value difference and diversity as a source of strength. This contributes to a cohesive, fair and equitable society that equips learners with skills for life. This includes gender equity and LGBTQ+ inclusivity.

### **RSE in the curriculum focuses on three broad strands:**

- **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

The Welsh Government is committed to covering the following themes in RSE: relationships, rights and equity, sex, gender and sexuality; bodies and body image, sexual health and well-being; violence; safety and support. These themes are interwoven into the above strands.

### **8.1 Understanding the nature of progression in RSE**

The RSE Curriculum must be developmentally appropriate for learners. At **Cogan Primary School** we will broadly follow the Phases 1, 2 and 3 approach, as outlined by the Welsh Government's Code in terms of what content is covered by each age range. This means at our school we will take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional or social development and needs during planning. Learning within the RSE Curriculum is to be linked to the following phases:

- **Phase 1:** from age 3
- **Phase 2:** from age 7
- **Phase 3:** from age 11

The principles of progression across the **Health and well-being AoLE** offers guidance to **progression** in RSE. Our curriculum revisits content, themes and topics as outlined in the preceding phases set out in the Code, reinforcing, and building on learners' developing understanding and changing needs.

**Cogan Primary School** seeks to provide accurate, unbiased information on RSE to learners as part of our pluralistic approach. This means that where questions of values are concerned, we provide a range of views on a given subject commonly held within

society. As they develop, learners are encouraged to take increasing responsibility for their own learning.

## **9. Role of Pupil Voice in RSE**

As stated in the United Nations Convention on the Rights of the Child (UNCRC), children and young people have the right to be consulted on decisions being made about their lives (Article 12). To ensure the RSE Curriculum meets learners' needs and addresses emerging trends, **Cogan Primary School** will consult learners and involve them in the curriculum content for RSE and retain flexibility to address the issues learners identify. Learners' views about what, how and where they learn will be taken into consideration so that the RSE Curriculum can truly reflect the experiences that children and young people encounter in society.

The RSE Lead will undertake regular evaluation with learners to ensure the RSE Curriculum is as robust, purposeful, responsive and engaging as possible using creative and participatory methods to do this where possible.

## **10. Responding to Pupil Needs**

**Cogan Primary School** is fully inclusive which means that we use a whole school, strategic approach to fully include and respond to the needs of all our learners and families.

### **10.1 Ground rules**

At **Cogan Primary School** we endeavour to create safe and supportive learning environments. This helps to create trust and allow learners a safe space to consider learning, ask questions and express their thoughts and feelings. We aim to encourage respectful conversation, which can be achieved by developing a working agreement of ground rules with learners. This helps to maintain professional boundaries and keep learners and practitioners safe. For example, creative approaches can help learners share their questions, views and experiences anonymously, allowing more open, honest discussion.

### **10.2 Dealing with questions**

If staff are asked questions by learners during RSE lessons (which may be of a sensitive nature) they will never disclose their personal experiences. They will use their professional judgement in providing answers which are age and stage appropriate to the age and maturity of the learner or of other learners who may be listening. There may be times when teachers feel that pupils should be advised to ask another adult, probably a parent/carer, and if this happens, teachers will try to inform parents/carers if the child is willing or check with them that the issue has been dealt with.



Distancing techniques will also be used to help learners to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. The school includes a question box within all RSE lessons for pupils to anonymously ask a question. Any information that the teacher feels would support the class will be followed up in a later activity. If a teacher does not know the answer to a question, they will acknowledge this and research the question later.

Sometimes an individual learner may ask an explicit or inappropriate question. If this situation arises, the learner will be reminded of the class agreement/ ground rules. If a question feels inappropriate for a learner, or for the whole class or raises concerns, the teacher will acknowledge the question and reassure the learner that they will attend to it after the lesson on an individual basis. In this way, the learner will feel they have been treated with respect, but inappropriate personal information will not be shared with the rest of the class.

### **10.3 RSE for Learners with Additional Learning Needs**

The RSE Curriculum must be provided for learners with additional learning needs. Staff at **Cogan Primary School** consider how best to meet the needs of individual learners whose additional needs means that their understanding of sexual health and well-being may not match their chronological age.

All staff, including ancillary staff, physiotherapists, nurses and carers are aware of the school's approach to RSE when working with learners with additional learning needs.

### **11. Use of local, national and school level data**

At **Cogan Primary School** school we use a range of available health and wellbeing data to develop a bespoke RSE Curriculum which meets the needs of all learners. This includes data captured through surveys such as, the School Health Research Network (SHRN).

### **12. RSE resources**

It is vital that the RSE Lead uses RSE resources which are relevant, reputable, developmentally appropriate, inclusive and sensitive to learners' need where possible to support the RSE Curriculum. At **Cogan Primary School** the following key resources are used:

- SENSE resources
- Primary school Growing Up resource
- NSPCC
- Include curriculum resources/ SOW \*\*
- Vale of Glamorgan Healthy School Scheme Resources
- Hafan Cymru (Spectrum Project)
- Agenda

Parents/ Carers are invited to view or discuss the resources the school intends to use in order to provide reassurance and to enable conversations, where appropriate, to be reinforced and continued in the home.

## **13. Partnerships and Engagement with Stakeholders**

### **13.1 Working with Parents / Carers**

As part of the Curriculum for Wales, RSE is mandatory for all learners aged 3 – 16. This means that parents / carers can no longer withdraw their child from RSE in line with the roll-out of the curriculum in each year group. However, **Cogan Primary** acknowledges that parent and carers have an important influence and role to play in terms of delivering messages about relationships and sexuality education. Parents and carers are the key people in teaching their children about sex and relationships and maintaining the culture and ethos of the family. As a result, we see RSE as a shared responsibility and seek to keep parents /carers informed about this RSE Policy, the RSE Curriculum, and resources where possible.

We support parents / carers in understanding why high quality, inclusive RSE at **Cogan Primary** school is important to the development and learning of every young person. Parents / carers are encouraged to discuss concerns they may have with their class or form teacher in the first instance or the RSE Lead Mr Tom Lewis.

The school welcomes any comments from parents and carers that are aimed at improving the school's provision in this area. In situations where parents / carers are unhappy with elements of the RSE Curriculum, they are asked to follow the Complaints Policy.

### **13.2 External partnerships**

Whilst **Cogan Primary School** is responsible for the delivery of the RSE Curriculum, we recognise the value of involving appropriate external agencies/visiting speakers to complement the RSE Curriculum. This input does not substitute or replace the school/education provision and delivery of RSE. If the school/educational provision is approached by an unknown external agency/speaker, then advice regarding suitability will be sought.

Good practice for when working with external agencies/visiting speakers:

- Ensure that the external agency has the right skills, knowledge and competency, and has a professional reputation for being holistic and inclusive in their approach to RSE.
- Ensure aims and learning outcomes are age appropriate for the intended learners.
- The external agency/visiting speakers have a DBS and are considered appropriate in respect of Safeguarding Procedures.
- The school/education provision have made the external agency aware of their school's policies
- Staff will inform and prepare learners for the visit of an external agency/visiting speaker and allow them time to prepare questions prior to this.
- Staff will remain in the classroom at all times as they are responsible for the learners and behaviour management.

### **13.3 Welsh Network of Healthy School Scheme (WNHSS)**

**Cogan Primary** school actively participates in the WNHSS. This provides a framework for the development of a whole school approach to RSE through effectively linking policy, staff, development of a spiral curriculum, school ethos, learner voice and the wider community through the health topic area of Personal Development & Relationships.

#### **14. Period Dignity**

Our school fully supports the Welsh Government Period Dignity Strategy Action Plan, which aims to end the stigma and shame associated with periods.

We will support the plan by ensuring the following:

1. Provision of free period products, including environmentally friendly resources, that learners can access from Cogan Primary School.
2. A robust RSE Curriculum that covers the menstrual cycle and periods for all genders.
3. A safe and suitable environment for applying/changing products.
4. Provision of sanitary bins in learner toilets to support the safe and environmental disposal of products.
5. Clear communication to learners and parents/carers informing them of the available free products on site, and how they can access them.

#### **15. Safeguarding and Confidentiality**

The RSE curriculum at **Cogan Primary School** supports learners to be able to develop their knowledge, awareness and understanding on how to recognise discriminatory behaviours, harmful sexual behaviours, unhealthy and abusive/violent relationships, whilst ensuring that all learners develop an understanding of what consent is, including developing skills on how to give and withdraw consent.

It is important that all school staff receive the appropriate Safeguarding Training. Staff understand that they have a duty to follow the School Safeguarding Policy and Procedures at **Cogan Primary**, which will follow the All Wales Child Protection Procedures / LEA protocol if there is suspicion that a learner may have suffered or be at risk of suffering harm.

Our RSE curriculum supports learners to be able to build their knowledge and understanding of how to recognise harmful sexual behaviours, discrimination, abusive relationships, and violence and develop an understanding of consent. Learners may disclose information to school staff that cannot remain confidential. When this occurs, our staff will follow the guidelines below:

- Remind learners that staff cannot offer unconditional confidentiality.
- Inform learners first if staff are going to break confidentiality.
- Where appropriate, encourage learners to talk about any worries and concerns they have with parents/carers.
- Ensure learners are supported adequately by an appropriate member of staff.

- Always follow the school Safeguarding Policy if there are child protection concerns.
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## **18. Equality Statement**

This RSE Policy aligns with the [Equality Act 2010](#). Under the provisions of the Equality Act, schools must not unlawfully discriminate against learners on the basis of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the *protected characteristics*). Schools/education provision must also make reasonable adjustments to alleviate disadvantage.

# APPENDIX

The content of the RSE programme cross referenced with the 'Changing me' and 'Relationships' units in the Jigsaw Scheme.

## Nursery

Weekly Celebration	Piece	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

## 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

## 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 1-‘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

## Year 1-‘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 2 '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

## Year 2 'Relationships'

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	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	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Jigsaw Jo, Mixing bowl, post-it notes, wooden spoon, Happy Home recipe sheets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact	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	Jigsaw Chime, 'Calm Me' script, PowerPoint of different types of contact, My Jigsaw Learning, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jemie Cat
Help others to feel part of a group	3. Friends and Conflict	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	Jigsaw Chime, 'Calm Me' script, PowerPoint picture of children, Mending Friendships chart, printed on A3 or displayed on whiteboard, Mending Friendships resource sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat, Jigsaw Jo
Show respect in how they treat others	4. Secrets	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	Jigsaw Chime, 'Calm Me' script, Wrapped gift box, Jigsaw Jo, Picture of 'good secret' and 'worry secret', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation	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	Jigsaw Chime, 'Calm Me' script, Balloon, People cards, Flipchart paper, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jemie Cat
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity ★	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, String, Coloured paper cut into triangular flag shapes, Jigsaw Journals, Certificates, My Jigsaw Learning, Jigsaw Jemie Cat



## Year 3 'Changing me'

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
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	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint of baby animal pictures, Jigsaw Jino, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
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	Jigsaw Chime, 'Calm Me' script, Baby PowerPoint slide, Mini-whiteboards/ pens (or paper and pens), Baby growing PowerPoint, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.
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	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, My Life, My Changes' sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.
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	Parent/Child pairs cards (from lesson/Piece 1), Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body Changes from Piece (lesson) 3, PowerPoint slides: Changes on the inside, Animations (moving diagrams): Male and Female Reproductive Systems, 'The Great Growing Up Adventure' sheet, Jigsaw Journals, Post-it notes/small slips of paper, Jigsaw Jino, Jigsaw Jerrie Cat's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
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	Charades cards, Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Task card resource sheet, Flipchart paper/pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
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	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, PowerPoint slide for 'Ribbon mobiles', Wooden batons/ sticks, Different coloured paper strips (6 per child), Tape, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

## Year 3 '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, PowerPoint: 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's 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.

## Year 4 -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	<b>1. Self and Body Image</b>	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	<b>2. Puberty for Girls</b>	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	<b>3. Puberty for boys</b>	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	<b>4. Conception</b>	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	<b>5. Looking Ahead 1 Puzzle Outcome: Change Cards</b>	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	<b>6. Looking Ahead 2</b>	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.

## Year 5 'Relationships'

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	<b>1. Recognising Me</b>	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	<b>2. Safety with Online Communities</b>	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	<b>3. Being in an Online Community</b>	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	<b>4. Online Gaming</b>	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	<b>5. My Relationship with Technology: screen time</b>	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	<b>6. Relationships and Technology</b>  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

Hello  
I'm Jigsaw Jem



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 Jem's 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 Jem's 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 Jem's 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 Jem's 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 Jem's 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 Chime, Jigsaw Chime, 'Calm Me' script, PowerPoint slide - Bungee jump, Paper and pens, Optional: Blank T-shirts, Optional: Fabric pens, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jem's Cat

# Year 6 -Relationships

## Puzzle 5 - Relationships Puzzle Map - Ages 10-11

### Puzzle Outcome

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

Hello  
I'm Jigsaw Jem



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. What is Mental Health?	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of	Jigsaw Chime, 'Calm Me' script, Post it notes or slips of paper, PowerPoint slide 'Mental health definition', PowerPoint slide of a set of scales, Optional: Set of balance scales, 'Situation cards', Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem's Cat
Try to solve friendship problems when they occur	2. My Mental Health	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem	Jigsaw Chime, 'Calm Me' script, Ball of string or wool, PowerPoint slide 'Thoughts, feelings, actions cycle' and handouts, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jem's Cat
Help others to feel part of a group	3. Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them	20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Optional: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively from the Jigsaw online store www.jigsawpshe.com/online-store, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jem's Cat
Show respect to how they treat others	4. Power and Control	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide 'Power and Control', Power and Control scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem's Cat
Know how to help themselves and others when they feel upset or hurt	5. Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Calculators, SMARTT rules PowerPoint, 'Online scenario cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem's Cat
Know and show what makes a good relationship	6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide SMARTT rules from last Piece (lesson), PowerPoint slide of confused adult, PowerPoint slides of outdated technology, Planning sheets for internet safety PowerPoint presentation, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jem's Cat



## **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:

**February 2026**

Signed: *K. John* \_\_\_\_\_

**Chair of Governing Body**

**Date: 04/02/26**