

THRAPSTON PRIMARY SCHOOL

Relationships and Sex Education Policy



RESPECT, EMPATHY, AMBITION, COLLABORATION, HONESTY
INSPIRING AND ENABLING EVERY CHILD TO CHANGE THEIR WORLD

Approved by: The Full Governing Body

Date: November 2022

Next Review: November 2023

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).

This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – a working party of parents reviewed this policy
4. Pupil consultation – we asked what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map which is in addition to this policy

6. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

For more information about our RSE curriculum, see our curriculum map.

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

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

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
Review any case study materials and look for feedback from other people the agency has worked with.

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We won't, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The governing board will hold the headteacher to account for the implementation of this policy.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

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

9 Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

10 Training

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

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

11 Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

Through monitoring activities such as planning scrutinies, learning walks, book looks

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

This policy will be reviewed by the Head Teacher, annually. At every review, the policy will be approved by the governing board.

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
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TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Jigsaw – Changing Me - EYFS

Term 6

Reflective Questions

- Which parts of the body do you know the name of?
- Who can you talk to if you feel worried or frightened (at school or at home)?
- Can you tell me about a time when you were really happy?



What Makes Our School Great?

As good citizens of Thrapston Primary School it is important for us to understand that everyone changes as they get older. We know that changes in our lives can feel happy or sad and that positive memories can help us to move forward.



Weekly Celebrations:

- Week 1- Understand that everyone is unique and special.
- Week 2 – Can express how they feel when change happens.
- Week 3 – Understand and respect the changes that they see in themselves
- Week 4 – Understand and respect the changes that they see in other people.
- Week 5 – Know who to ask for help if they are worried about change.
- Week 6 – Are looking forward to change.



Puzzle Outcomes

- I know the names and functions of some parts of the body..
- I know that we grow from a baby to an adult and how I might change as I get older.
- I know that changing classes might make me happy, sad or worried and I know who to talk to about it.
- I know that remembering happy times can help us move on..
- I can identify positive memories from the past year in school/home..

Jigsaw Learning Charter



Star /Key Vocabulary

Change	Replace or swap something so it is different or better.
Ear	An organ on both sides of the face to help with sound and balance.
Excited	Very enthusiastic and eager.
eyebrow	A strip of hair that grows above the eye sockets.
Forehead	The part of the face above the eyebrows.
Grown-up	Another word for adult or fully-grown human.
Knee	The joint between the thigh and the lower leg.
Memories	The place in the mind that stores and remembers information.
Stomach	The organ which helps digest food.
Tongue	The fleshy, muscular organ which helps us to lick, swallow and talk.
Worries	To have thoughts and fears about something which bothers us.



**Jigsaw –PSHE - Changing Me – Year 1
Term 6**



<p>Reflective Questions</p> <ul style="list-style-type: none"> • What is a life cycle and how will you change as you get older? • Which parts of the body are private? • Who can you talk to if you feel worried or frightened? • What is the best thing about being your age? 	<p>What Makes Our School Great?</p> <p>As good citizens of Thrapston Primary School it is important for us to understand how we change as we get older. We need to make sure that we talk to someone if we are feeling frightened or worried about something.</p> 
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Puzzle Outcomes

- I know that animals including humans have a life cycle and that change is a natural part of getting older.
- I know that change happens when we are older and I can identify some things that have changed and some things which have stayed the same.
- I know the correct names of male and female private parts and their nicknames and when is appropriate to use them.
- I know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.
- I know who to ask for help if I am worried or frightened.
- I know that learning can bring about change and I can express ways in which to manage change e.g. moving classes..

Jigsaw Learning Charter



The Jigsaw Charter

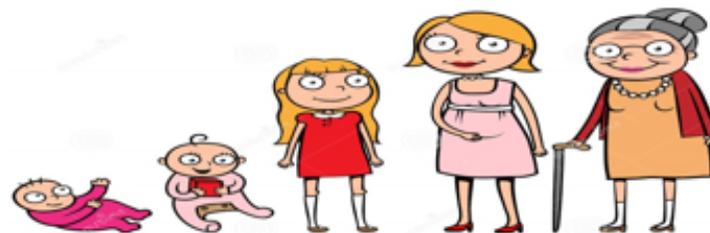
- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Weekly Celebrations:

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 Week 5 – Know who to ask for help if they are worried about change.
 Week 6 – Are looking forward to change.

Star / Key Vocabulary

Anus	The area where waste product leaves the body.
Anxious	Feeling worried, nervous or uneasy about something.
Female	An offspring that can produce eggs.
Life cycle	Series of changes in the life of an organism.
Male	An offspring that can fertilize eggs to reproduce.
Mature	Fully-developed or full-grown.
Penis	A male genital organ
Testicles	Two oval organs next to the penis.
Vagina	A female genital organ (internal/inside).
Worried	Anxious or troubled about problems or potential problems.



Year 2 Knowledge organiser- PSHE

Jigsaw – Changing Me – Term 6



Reflective Questions

- What is a life cycle and how have you changed?
- How will you change over the next 20 years?
- What would you do if someone was touching you and you didn't like it?
- Who can you talk to if you are worried?

What Makes Our School Great?

As good citizens of Thrapston Primary School it is important for us to understand that we change and have differences between males and females. We need to be confident in telling people no when we feel frightened or are being



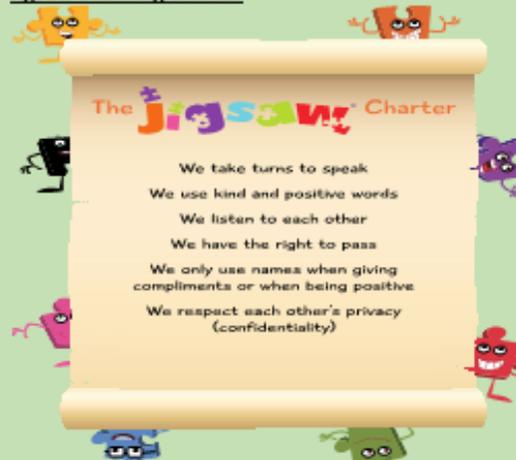
Weekly Celebrations:

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- Week 6 – Are looking forward to change.

Puzzle Outcomes

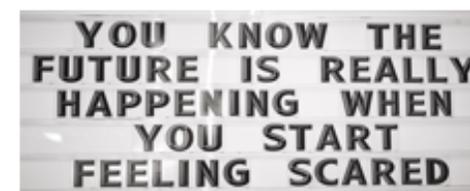
- I know that life cycles happen in nature and that some changes can be controlled and others can not.
- I can understand that aging is a natural process and I can express myself when change happens..
- I know that there will be lots of changes from when I was a baby to when I become and adult..
- I know the physical differences between male and female bodies and the proper names for private parts..
- I know what touching does not feel comfortable and that some may not be acceptable..
- I can confidently ask someone to stop if I am being hurt or I feel frightened..
- I can say what I am looking forward to next year.

Jigsaw Learning Charter



Star / Key Vocabulary

Anus	The area where waste product leaves the body.
Anxious	Feeling worried, nervous or uneasy about something
change	How something adapts or develops over time e.g. life cycle changes in the body.
Cuddle	Hold someone close in your arms to show love and affection.
Freedom	The power or right to act and speak as you wish.
Respect	Regard for the wishes and feelings of others.
Testicles	Two oval organs next to the penis.
Timeline	A chronological arrangement to show how events happen.
Unacceptable	Not satisfactory or allowable.
Uncomfortable	Causing or feeling unease or awkwardness.
Vagina	A female genital organ (internal/inside).
Vulva	A female genital organ (external/outside)





Year 3 Knowledge organiser- PSHE

Jigsaw – Changing Me – Term 6

Reflective Questions

- Can you tell me about some of the changes that happen to a puppy or kitten?
- Can we talk about some of the changes that happen when you grow up?
- Do you have any questions about the changes that happen as you grow up?

What Makes Our School Great?

As good citizens of Thrapston Primary School it is important for us to understand that our body goes through lots of changes, especially during puberty. We can feel anxious about change and it we have to learn ways to embrace change.



Hello



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Weekly Celebrations:

- Week 1- Understand that everyone is unique and special.
- Week 2 – Can express how they feel when change happens.
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- Week 4 – Understand and respect the changes that they see in other people.
- Week 5 – Know who to ask for help if they are worried about change.
- Week 6 – Are looking forward to change.

Puzzle Outcomes

- I know that animals and humans have lots of changes from conception to growing up.
- I know that in nature it is mostly the female that carries the baby.
- I know some of the changes a new baby can bring.
- I know that a male and female body changes during puberty.
- I can identify stereotypical gender roles and challenge them.
- I can suggest ways to help manage feelings about change which might make us feel anxious.

Jigsaw Learning Charter

The Jigsaw! Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)



Star / Key Vocabulary

Affection	A gentle feeling of fondness or liking.
Anxious	Feeling or showing worry, nervousness or unease.
Birth	The arrival of a baby or other from its mother.
Egg	The female reproductive cells.
Nutrients	A substance that provides nourishment for healthy life and growth.
Ovaries	A female reproductive organ in which eggs are produced.
Penis	A male reproductive organ.
Puberty	A time when young adults bodies change and they are capable of reproduction.
Sperm	The male reproductive cell that comes from the penis.
Uterus/Womb	A muscular organ that helps nourish the foetus prior to birth.
Vagina	A female genital organ (internal/inside).
Vulva	A female genital organ (external/outside)



Year 4 Knowledge organiser- PSHE

Jigsaw – Changing Me - Term 6



Reflective Questions

- Which characteristics do you get from your parents?
- Do have any questions about body changes and how do you feel about it?
- Do you have any questions about how babies are made?

What Makes Our School Great?

As good citizens of Thrapston Primary School it is important for us to understand that we should embrace our uniqueness. We can understand that being receptive of change is good and that it may bring different emotions.




- Weekly Celebrations:**
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 - Week 5 – Know who to ask for help if they are worried about change.
 - Week 6 – Are looking forward to change.

- Puzzle Outcomes**
- I know that personal characteristics are inherited from parents.
 - I know that babies are made when sperm joins the ovum and I know how I feel about having children when I am older..
 - I know the names of different body parts which make a baby..
 - I know how the male and female body changes during puberty.
 - I know that personal hygiene is important during puberty and as an adult..
 - I know that change is a normal part of life that cannot be controlled and I know how to accept change and the emotions this brings.

Jigsaw Learning Charter



The Jigsaw Charter

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Star / Key Vocabulary

Characteristics	A feature or quality belonging to a person.
Conception	The process of becoming pregnant.
Egg/Ovum	The female reproductive cells.
Fertilise	Cause an egg to develop a new individual by introducing a male reproductive material.
Ovaries	A female reproductive organ in which eggs are produced.
Periods/ Menstruation	The discharge of blood from the uterus once a month.
Pregnant	Carrying a baby or other inside the womb (uterus).
Puberty	A time when young adults bodies change and they are capable of reproduction.
Sexual intercourse	contact between individuals involving penetration, the insertion of a man's penis into a woman's vagina, and the ejaculation of semen.
Sperm	The male reproductive cell that comes from the penis.
Unique	Being the only one of a kind.
Uterus/Womb	A muscular organ that helps nourish the foetus prior to birth.



Year 5 Knowledge organiser- PSHE

Jigsaw – Changing Me – term 6



Reflective Questions

- Can you tell me how you feel about yourself?
- Do you have any worries about puberty?
- What do you think it will be like as a teenager?
- What do you enjoy about being your age now?

What Makes Our School Great?
As good citizens of Thrapston Primary School it is important for us to have a good self-image and self-esteem and be able to boost that in others. We can understand that thinking about becoming a teenager and having relationships can be tricky but we know it is all about growing up.

- Puzzle Outcomes**
- I can celebrate what I like about my own and others self image..
 - I can suggest ways to boost self esteem of myself and others..
 - I can recognise that puberty is a natural process that happens to everybody and it will be ok..
 - I can express how I feel about having a romantic relationship when I am older..
 - I can express how I feel about having children when I am older.
 - I can express how I feel about becoming a teenager..
 - I can say who I would talk to if I am concerned about becoming a teenager.
- Jigsaw Learning Charter**

The Jigsaw Charter

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 - Week 6 – Are looking forward to change.

Star / Key Vocabulary

Adam's apple	A part of your throat that sticks out and moves up and down when you talk, especially in men and teenagers.
Body image	The idea someone has about what their own body looks like.
Comparison	The act of considering the similarity or differences between two or more things.
Ejaculation	The release of sperm.
Erection	When a man's penis is bigger, harder and raises up in preparation for making love.
Fallopian Tube	Two tubes in a woman's body where eggs travel from the ovaries to the womb.
Fertilised	A male cell joining to a female cell to create a new animal.
Genitals	The outer sexual organs, especially the penis, or vulva.
Making love	Sexual activity which can result in the making of a baby.
Menstruation	The flow of blood from a woman's uterus.
Periods	The bleeding from a woman's womb which happens once a month if she is not pregnant.
Pubic Hair	Hair that grows near to the sexual organs of men and women.
Sanitary Towel	A piece of soft material worn by a woman to absorb blood during her period.
Sperm	A sex cell produced by a man or male animal for the purpose of reproducing.
Tampon	A small cylinder of cotton that a woman puts inside her vagina to absorb blood during her period.
Testosterone	A male hormone that causes a stage of growth in older boys in the development of their sexual organs.

Year 6 Knowledge organiser- PSHE

Jigsaw – Changing Me – Term 6



Reflective Questions

- Can we talk about changes that will happen to your body in the next few years?
- What does mutual respect mean?
- What are you excited and nervous about with secondary school?

What Makes Our School Great?

As good citizens of Thrapston Primary School it is important for us to have positive self esteem and body image of ourselves and others. We can understand that we may feel pressure to do things we don't want to in a relationship but mutual respect is essential for a positive relationship to work.



Hello
I'm Jigsaw here



Weekly Celebrations:

- Week 1- Understand that everyone is unique and special.
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- Week 3 – Understand and respect the changes that they see in themselves
- Week 4 – Understand and respect the changes that they see in other people.
- Week 5 – Know who to ask for help if they are worried about change.
- Week 6 – Are looking forward to change.

Puzzle Outcomes

- I know that it is important for me to recognise my self esteem and know how to develop it.
- I can express how I feel about changes that will happen during puberty
- I know how a baby develops and can say how I can reflect on the development and birth of a baby.
- I know that being physically attracted to someone changes a relationship but I understand that mutual respect is essential so that both parties are doing something they want to.
- I can celebrate what I like about my own and others self image and body image.
- I know what I am looking forward to and what I am worried about as I move onto secondary school and how emotional this is.

Jigsaw Learning Charter



Star / Key Vocabulary

Age appropriateness	Suitable and right for people of your age.
Body image	The idea someone has about what their own body looks like.
Comparison	The act of considering the similarity or differences between two or more things.
Growth spurt	When you have a lot of changes in your body and you start becoming a teenager.
Ejaculation	The release of sperm.
Erection	When a man's penis is bigger, harder and raises up in preparation for making love.
Fallopian Tube	Two tubes in a woman's body where eggs travel from the ovaries to the womb.
Fertilised	A male cell joining to a female cell to create a new animal.
Genitals	The outer sexual organs, especially the penis, or vulva.
Making love	Sexual activity which can result in the making of a baby.
Menstruation	The flow of blood from a woman's uterus.
Uncircumcised	To cut the protecting loose skin off a boy's or man's penis for medical, religious or traditional reasons.



Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	