

St. Michael's CE Primary School

Sydenham



Health and Relationships Education Policy

Agreed by the Governing Body on: *Autumn 2026*

Signed (Chair): Beryl Fielder

Scheduled Review Date: *Autumn 2029*

St Michael's is committed to providing our pupils with a broad and balanced, enriched and inspiring curriculum which is accessible to all. It is our ambition to develop the potential of all individuals to prepare them for their roles as adult members of society. Our Golden Rule is RESPECT, we teach our children to respect adults, peers, the environment, their own and other peoples' cultures no matter what their own personal beliefs may be. There is no hierarchy in rights.

Associated Policies:

- Safeguarding
- E-Safety
- Computing
- Home-School Agreement
- Health & Safety
- Equality Statement
- Diversity & Inclusion
- Educational Visits
- SEND

Introduction and definitions

This policy has been updated to have regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance revised in July 2025 and in force from 1 September 2026, alongside the National Curriculum, Keeping Children Safe in Education 2026, the Equality Act 2010, the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

This policy covers the teaching of Relationships Education and Health Education at St Michael's CE Primary School. We call this curriculum Health and Relationships Education (HRE). Where the school chooses to teach primary sex education beyond statutory Relationships Education, Health Education and National Curriculum Science, this is clearly identified as sex education in this policy so that parents understand the content and their right to request withdrawal from that non-statutory provision.

Theological Underpinning

As a Church of England School, we accept the faith of the Church that proclaims and believes in one God, Father, Son and Holy Spirit; a God that we recognise in three persons who dwell in community and total unconditional loving relationship with each other. At St Michael's School we see this as the model for our own community and relationships drawing on the teaching contained in the First Letter of St John, chapter 4, verses 9-12 and 16b.

God's love was revealed among us in this way: God sent his only Son into the world so that we might live through him. In this is love, not that we loved God but that he loved us and sent his Son to be the atoning sacrifice for our sins. Beloved, since God loved us so much, we also ought to love one another. No one has ever seen God; if we love one another, God lives in us and his love is perfected in us.

God is love: and those who abide in love abide in God, and God abides in them.

Our school vision is 'for every child to live an abundant life' (John 10.10) and to achieve this vision children need to experience the fullness that comes from both giving and receiving love in all its many forms and relationships in a safe and caring environment.

Health Education enables pupils to make informed decisions about their physical and mental health and wellbeing, recognise when they or others may need help, and know how to seek support. In primary school this includes general wellbeing, wellbeing online, physical health and fitness, healthy eating, drugs, alcohol, tobacco and vaping, health protection and prevention, personal safety, basic first aid, and developing bodies, including puberty and menstruation.

Relationships Education teaches the knowledge and skills that form the building blocks of positive relationships. It includes families and people who care for us, caring friendships, respectful and kind relationships, online safety and awareness, and being safe. It equips pupils to recognise boundaries, privacy, risk, abuse and unsafe behaviour, and to report concerns and seek help.

Sex education is not compulsory in primary schools. The revised statutory guidance recommends that primary schools teach sex education in Years 5 and/or 6 in line with learning about conception and birth. Statutory National Curriculum Science includes related content such as the main external body parts, growth from birth to old age (including puberty), and reproduction in some plants and animals. Any additional primary sex education taught by the school will be clearly identified, age-appropriate, factual, and subject to consultation with parents and the parental right to request withdrawal.

Why do we have an HRE policy?

Relationships Education is compulsory for pupils receiving primary education and Health Education is compulsory in state-funded schools for pupils of compulsory school age. These requirements arise from the Children and Social Work Act 2017 and the 2019 Regulations. The revised DfE statutory guidance came into force on 1 September 2026 and schools must have regard to it. The school must keep its Relationships Education policy up to date, publish it on the school website, provide it free of charge on request, and consult parents when developing or revising it.

Why teach HRE?

Relationships education aims to equip children with the skills and knowledge they need in order to form happy, healthy relationships throughout their lives. Children will learn about friendships and families, how to stay safe online and in the real world, and how to seek help when they need to.

Health education helps children to make informed decisions about their health and wellbeing, to recognise when they or others may have problems, and to know where and how to get help.

All HRE will be age- and stage-appropriate, evidence-informed, carefully sequenced and accessible. Teaching will take account of pupils' maturity, religious background, SEND and other individual needs. Protective and preventative content will be taught without causing unreasonable alarm or normalising risky behaviour.

Organisation, Planning and Delivery of HRE

HRE forms part of our PSHE curriculum and is taught through EYFS and Key Stages 1 and 2. The school uses Jigsaw as a principal curriculum resource. The school remains responsible for ensuring that the taught curriculum, sequencing and materials meet the September 2026 statutory guidance; scheme materials will therefore be adapted or supplemented where necessary.

During EYFS pupils will begin building the foundations of understanding who they are and how relationships work. They will have opportunities to explain how they feel and how to get on with others. They will also begin to explore the importance of staying healthy and keeping clean.

During Key Stage 1 pupils will have had the opportunity to gain the knowledge and skills necessary to build and maintain healthy relationships. They will consider the effect of their behaviour on other people and will be able to identify and respect differences between people. They will discuss different ways in which family and friends care for each other. Pupils learn the basic rules and skills for keeping themselves clean and healthy. They also learn to name the main parts of the human body and will be taught about changes in humans from babyhood to old age.

During Key Stage 2 pupils have the opportunity to express their views and learn to respect the views of others. They discuss changes, both physical and emotional, that occur at puberty and how to deal with these in a positive way. Pupils practise skills in making judgements and decisions and in being able to resist peer pressure around issues affecting their health and wellbeing. Pupils learn how people can maintain good relationships, for example by listening, supporting and caring. At St Michael's, a range of teaching methods which involve children's full participation are used to teach Health and Relationship Education. These include circle time, media, discussion, case studies, role-play and drama. Ground rules are used to establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning.

Answering questions: Sensitive questions may arise naturally. Staff will answer questions honestly, factually and in an age- and stage-appropriate way, consistent with this policy and safeguarding procedures. Questions beyond planned primary content may be answered individually where appropriate. Staff will not give a personal opinion as fact. Where a question raises a safeguarding concern or disclosure, staff will follow the Child Protection and Safeguarding Policy and report to the DSL. Where a pupil has been withdrawn from non-statutory sex education, staff will take care not to provide that withdrawn content in response to a question.

Teaching of HRE: Class teachers will normally deliver HRE. Relevant learning may also be reinforced through collective worship, safeguarding, computing/online safety, science and the wider curriculum, including the school values of Resilience, Peace, Trust, Love, Joy, Hope and Respect. External organisations may enhance provision, but the school remains responsible for what is taught. The school will check the credentials, lesson plans and resources of external providers in advance, ensure content is accurate, age-appropriate, unbiased and accessible, and make materials available for parents to view. External visitors must understand the school's safeguarding and confidentiality arrangements.

What will be taught?

St Michael's uses Jigsaw to support delivery, supplemented and adapted to ensure full coverage of the revised statutory requirements from 1 September 2026. The statutory areas for primary pupils are:

- Relationships Education – families and people who care for me; caring friendships; respectful and kind relationships; online safety and awareness; and being safe. This includes boundaries, privacy, recognising harmful or abusive behaviour, reporting concerns, and respectful relationships online and offline.
- Health Education – general wellbeing; wellbeing online; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention; personal safety; basic first aid; and developing bodies, including correct anatomical vocabulary, puberty and menstrual health.
- Sex Education – primary sex education beyond Relationships Education, Health Education and National Curriculum Science is not compulsory. Where St Michael's teaches additional sex education, including any content about human conception beyond statutory science, this will be identified clearly in curriculum information, taught in Years 5 and/or 6 where appropriate, and parents will be informed in advance.

Withdrawal of Pupils from HRE

Parents do not have the right to withdraw their child from Relationships Education, Health Education, or content taught as part of the National Curriculum Science, including science content related to puberty or sexual reproduction. Where St Michael's provides non-statutory primary sex education, the Headteacher must automatically grant a parent's request for withdrawal from that sex education. Before withdrawal, the school will normally discuss the request with the parent, explain the nature and purpose of the curriculum and any potential effects of withdrawal, and keep a record. A pupil who is withdrawn will receive appropriate, purposeful education during the lesson.

The school will distinguish clearly between statutory Science/Relationships/Health content and any additional primary sex education. Parents will be told in advance what additional sex education is planned and will be able to view the materials. Where conception or birth is taught as additional primary sex education rather than statutory science, the parental right to request withdrawal applies.

National Curriculum Science

At Key Stage 1 the content includes:

- knowing that animals including humans, move, feed, grow, use their senses and reproduce
- being able to recognise and compare the main external parts of the bodies of humans
- knowing that humans and animals can produce offspring and these grow into adults
- being able to recognise similarities and differences between themselves and others and to treat others with sensitivity

At Key Stage 2 the content includes:

- knowing that the life processes common to humans and other animals include nutrition, growth and reproduction
- knowing about the main stages of the human life cycle and how humans develop with age (puberty)
- knowing about the reproductive process and naming the organs involved

See Appendix 1 for coverage of Relationships and Health Education

[DfE Guidance Document - Relationships, Sex & Health Education](#)

Equality and inclusion: HRE will be accessible to all pupils and taught in accordance with the Equality Act 2010. The school will make reasonable adjustments for pupils with SEND and ensure that teaching does not discriminate against pupils or amount to harassment. Teaching will promote equality and respect, challenge stereotypes and prejudice, and positively acknowledge that families can take many forms, including single-parent families, same-sex parents, families headed by grandparents, kinship carers, adoptive parents and foster parents/carers.

Respect to Different Beliefs

Respect for different beliefs and our Church of England character: The revised guidance recognises the role of religious background and permits schools with a religious character to teach their distinctive faith perspective on relationships while ensuring statutory content is taught accurately and pupils are treated with dignity and respect. At St Michael's, Christian teaching and our vision will provide a context for HRE. Where issues are contested, teaching will distinguish between fact, law, belief and opinion, avoid endorsing a contested view as fact, and enable respectful discussion.

HRE will meet the needs of all pupils. Primary teaching will promote respect and will include a positive representation of different family arrangements, including same-sex parents. The school will teach the facts and the law accurately where relevant, avoid stereotyping, and make clear that bullying or disrespectful language or behaviour is never acceptable.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Issues that we address that are likely to be sensitive because they have a political, social or personal impact or deal with values and beliefs including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are

brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by the class teacher or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and HRE related issues are varied. However, while personal views are respected, all PSHE and HRE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed choices but also respect that others have the right to a different opinion.

Questions will be answered according to pupils' age, maturity and the planned curriculum. Staff may use distancing techniques, ground rules and anonymous question boxes where helpful. Staff will refer safeguarding concerns or disclosures immediately to the DSL in line with school procedures.

Assessing and Monitoring

The delivery and impact of HRE will be monitored by SLT through the school's monitoring cycle. Monitoring will include curriculum coverage and sequencing, quality of teaching, accessibility for pupils with SEND, pupil voice, assessment of learning, safeguarding themes, parent feedback and the suitability of resources. Governors will assure themselves that statutory content is covered and that this policy is implemented.

Review and Consultation

This policy will be kept up to date and formally reviewed at least every three years, or earlier where statutory guidance, safeguarding requirements or the school curriculum changes. Parents will be proactively engaged and consulted when the policy is developed or revised. The policy will be published on the school website and provided free of charge on request. Parents will be able to view a representative sample and, on request, all curriculum materials used for HRE, subject to appropriate copyright arrangements; copyright will not be used as a reason to refuse access.

1.1 Key changes from September 2026

The revised statutory guidance strengthens expectations around careful sequencing, pupil and parent engagement, transparency of teaching materials, safeguarding and boundaries, a wider range of family structures, respectful and kind relationships, online safety and online wellbeing, vaping and nicotine products, personal safety, first aid, correct anatomical vocabulary, puberty and menstrual health.

Primary sex education remains non-compulsory, but the DfE recommends provision in Years 5 and/or 6; parents retain the right to request withdrawal from any primary sex education that is not part of statutory Relationships

Appendix 1 – Relationships, Sex and Health Education – Statutory Learning Objectives DfE 2019

Relationships Education

Families and people who care for me	Pupils should know that families can provide love, security and stability; that families may look different; that stable, caring relationships are important for children; that marriage and civil partnerships are formal, legally recognised commitments intended to be lifelong; and how to recognise and seek help when family relationships feel unhappy or unsafe.
Caring friendships	Pupils should know how friendships contribute to happiness and security; how to develop caring and kind friendships; that loneliness can happen and can be discussed; the characteristics of healthy friendships; how friendships can be

	repaired; how to manage conflict without violence; and how to recognise and seek support when a friendship feels unhappy or uncomfortable. • 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, kind relationships	Pupils should learn to consider others' needs and preferences; set and respect healthy boundaries; communicate assertively and kindly; manage conflict and feelings; understand the difference between assertiveness and control; respect difference; develop self-respect; understand bullying and bystander responsibilities; challenge stereotypes; and seek help about violence, harm or uncertainty about whom to trust.
Online safety and awareness	Pupils should learn that respectful behaviour applies online; how to resist pressure to share information or images; how to evaluate online relationships and information; risks from people they have not met; minimum ages for social media; privacy and location settings; that online material can be copied and circulated; how to respond to inappropriate or upsetting content; and where to report concerns.
Being safe	Pupils should know about appropriate boundaries, privacy and unsafe secrets; that their body belongs to them; appropriate and inappropriate contact; how to respond safely to adults online and offline; how to recognise harmful or dangerous relationships; how to report abuse or concerns; and how to keep asking for help until they are heard.

Physical Health and Mental Well-being Education

General wellbeing	Benefits of physical activity, time outdoors, helping others, rest, hobbies and community participation; emotions and emotional vocabulary; appropriate and proportionate feelings/behaviour; loneliness; bullying; change, loss and bereavement; seeking support; and understanding that mental health problems are common and early support can help.
Wellbeing online	Positive and negative aspects of the internet; balancing online and in-person relationships; screen time; respectful online behaviour; age restrictions; gaming, monetisation, scams and financial harms; critical evaluation of online content; online abuse and harassment; targeted information; personal data, privacy and consent; and reporting concerns.
Physical health and fitness	Characteristics and benefits of an active lifestyle; regular moderate and vigorous activity; risks of inactivity; and how and when to seek support about health.
Healthy eating	What constitutes a healthy diet; the importance of a healthy relationship with food; planning and preparing healthy meals; and risks associated with unhealthy eating and related behaviours.

Drugs, alcohol, tobacco and vaping	Facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol, drug-taking and nicotine addiction, including nicotine products such as pouches.
Health protection and prevention	Recognising early signs of illness; sun safety; sufficient sleep and screen-free bedtime habits; dental health including fluoride toothpaste and cleaning between teeth; personal hygiene and germs; and scientific facts about vaccination and immunisation, aligned where appropriate with vaccination programmes.
Personal safety and basic first aid	Hazards including fire; safety around roads, railways and water; making a clear emergency-services call; the importance of reporting rather than filming incidents; and basic first aid for common injuries and ailments, including head injuries.
Developing bodies	Growth and body changes, particularly adolescence; puberty as part of the human lifecycle; correct names for body parts including penis, vulva, vagina, testicles, scrotum and nipples; privacy and personal boundaries; and facts about the menstrual cycle, including that periods can begin from around age eight and should be taught before pupils are likely to experience them.

Equality will underpin the curriculum. The school will comply with the Equality Act 2010 and the Public Sector Equality Duty. Teaching will not discriminate against pupils or amount to harassment and will promote respect for people with protected characteristics. In primary Relationships Education, pupils will encounter different family arrangements, including same-sex parents, in a positive and age-appropriate way.

Appendix 2 - Whole School Overview

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Health and Relationship Education in the context of looking at change

Appendix 3 – Jigsaw Content Overview

Please note that content that is crossed out will not be taught within HRE for that year group but will be covered in the science curriculum.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs ~~Outside-body changes~~ ~~Inside-body changes~~ Family stereotypes Challenging my ideas Preparing for transition

Appendix 3 – Jigsaw Content Overview

Please note that content that is crossed out will not be taught within HRE for that year group but will be covered in the science curriculum.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique ~~Having a baby~~ Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 4 – Jigsaw Lessons covering Puberty and Human Reproduction

Puberty and Human Reproduction learning in Jigsaw 3-11

	Theme	Content	Curriculum Area
EYFS	Growing Up	How we have changed since we were babies	ELG (Personal, social and emotional development, Understanding the world)
Yr1	My Changing Body	Understanding that growing and changing is natural and happens to everybody at different rates	Health Education
	Boys' & Girls' Bodies	Appreciating the parts of the body that make us different and using the correct name for them	Relationships Education (Being Safe)
Yr2	The Changing Me	Where am I on the journey from young to old, and what changes can I be proud of?	Science
	Boys and Girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?	Relationships Education (Being Safe)
Yr4	Girls & Puberty	How a girl's body changes so that she can have a baby when she's an adult – including mensuration	Health Education
Yr5	Puberty for Girls	Physical changes and feelings about them – importance of looking after yourself	Science, Health Education
	Puberty for Boys	Developing understanding of changes for both sexes – reassurance and exploring feelings	Science, Health Education
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of new life	Science
Yr6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us	Science, Health Education
	Girl talk/boy talk	A chance to ask questions and reflect	Science, Health Education
	Conception to birth	The story of pregnancy and birth	Science

	Jigsaw Lesson	Learning Intention	Curriculum Area
Reception	My Body	I can name parts of the body	ELG (Personal, social and emotional development, Understanding the world)
	Respecting My Body	I can tell you some things I can do and some foods I can eat to be healthy	ELG (Personal, social and emotional development, Understanding the world)
	Growing Up	I understand that we all grow from babies to adults	ELG (Personal, social and emotional development, Understanding the world)
Year 1	Life Cycles	I am starting to understand life cycles of animals and humans	Science
	Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	Health Education
	My changing Body	I can tell you how my body has changed since I was a baby	Health Education
	Boys and Girls Bodies	I can identify the parts of the body that make boys and girls different and use the correct names for these	Relationships Education (Being Safe)
Year 2	Life cycles in Nature	I can recognise cycles of life in nature	Science
	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	Science
	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	Science
	Boys and Girls Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of the body are private	Relationships Education (Being Safe)
Year 4	Girls & 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	Health Education

Year 5	Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	Science, Health Education
	Puberty for Boys	I can describe how boys' and girls' bodies change during puberty	Science, Health Education
	Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	Science, Health Education
Year 6	Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	Science, Health Education
	Babies: Conception to Birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	Science