

CURRICULUM INTENTIONS	Our Values and Expectations	‘Life for Learning for Life ...’ RSE					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	Curriculum Drivers	Oracy					
	Our Learning Curriculum	Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the RSE curriculum at Wembury Primary School	<p>At Wembury Primary School, we understand that as children grow older, they will be faced with many varied situations within their social groups and exposure to the internet. We want our children to have the necessary, age appropriate, information to make sensible and informed decisions so that they are safe and understand what they can do to mitigate risks and know what support systems are in place. Our whole school approach reflects our values, beliefs and statutory obligation to RSE and that knowledge in these areas will enhance their education, friendships and will be crucial as they mature and grow to adulthood. RSE is taught across all year groups, EYFS – Year 6 on a weekly basis, and we follow the Jigsaw scheme where the “lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus” (Jigsaw, 2020). This curriculum helps children with the relevant meaningful content, elevated through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With the world constantly changing, we are able to provide our students with a strong understanding of the diverse world around them and support them with their positive contribution to the school and wider community.</p> <p>DfE RSE statutory guidance:</p> <p>Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)</p> <p>DfE RSE Parent guide:</p> <p>Understanding Relationships and Health Education - a guide for primary school parents (publishing.service.gov.uk)</p>					

Our school uses the Jigsaw Syllabus for RSE as a basis for our curriculum. The syllabus is designed to support schools in developing and delivering excellence in RSE.

This is achieved through six half term units of work (puzzles), each containing six lessons (pieces) covering each academic year. Each lesson (piece) has two learning intentions, relationships and health education (PSHE/ RSE) and development of emotional literacy and social skills. The puzzles are inaugurated with a whole school assembly which creates a welcoming school community atmosphere, specifically during term 1 where new students join our community and for those returning, a sense of reuniting after the summer is projected during the assembly.

The six puzzles are:

- Term 1: Being me in my world.
- Term 2: Celebrating difference (including anti-bullying).
- Term 3: Dreams and Goals.
- Term 4: Healthy me.
- Term 5: Relationships.
- Term 6: Changing me (including RSE Education).

The six lessons (pieces) within each term are all split into six parts, all of which should be included in every session in order to ensure optimum progression. They are all built upon a charter.

The six parts are:

- Connect us – A game or activity, designed to be fun, inclusive and to maximise social skills. It is used to set the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end if the atmosphere needs to be relaxed after some deep work during the lesson.
- Calm me – This helps the children to gain awareness of the activity in their mind, to relax them and alter their thoughts and emotions to a place of optimum learning capacity, thus creating a peaceful atmosphere within the classroom. This enhances reflection and spiritual development.

- Open my mind – This is to ultimately improve concentration and learning, allowing the children to filter out activity around them not significant to this learning intention. This is based on the reticular activating system of the brain which filters stimuli entering the child’s mind at any time, allowing only in only that is significant.
- Tell me or show me – This is used to introduce new information, concepts, and skills during a range of teaching approaches and activities.
- Let me learn – after having been given new information, children must manipulate, use and play with it in order to make sense of it and for them to ‘accommodate’ it into their existing learning.
- Help me reflect -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt and to apply it to their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).

Each piece needs some sort of conclusion to wrap up the lesson and summarise all that has been learnt. therefore, closure is a seventh part to each lesson which not only provides a summary to the children on key learning points but also an opportunity for the teacher to praise the children for their effort, positive attitude, and achievement.

Specific RSE components:

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'	
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings	
	1 Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina	
	2 Piece 4 Boys' and Girls' Bodies	respect my body and understand which parts are private recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private	
	3	3 Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
		Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
		Piece 3 Outside Body Changes	express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
			identify how boys' and girls' bodies change on the outside during this growing up process
			recognise how I feel about these changes happening to me and know how to cope with those feelings
		Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up
		recognise how I feel about these changes happening to me and how to cope with these feelings	
	4	4 Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby
			understand that having a baby is a personal choice and express how I feel about having children when I am an adult

5	Piece 3 Girls and Puberty	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
		know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
		understand that puberty is a natural process that happens to everybody and that it will be OK for me
6	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty
		express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made
		understand that sometimes people need IVF to help them have a baby
		appreciate how amazing it is that human bodies can reproduce in these ways
	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
		express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty
		reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born
		recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship
		express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

		The Learning Environment	Assemblies	Visitors	Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers	
		Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	Celebrations	Responding to the News	
	TEACHING (PEDAGOGY)	Enquiry Based Learning		High Expectations		Consistent Practice		Challenge for All	Excellent Subject Knowledge
		Working Walls		Vocabulary Rich		Responsive to needs and interests		Reflective	Shared Expertise
		Mastery		Application of prior learning		Progressive		Enjoyment	Collaborative
		Risk Taking		Learning Skills: 5 x Rs		Breadth and depth		Pupil Led	Oracy
	ASSESSMENT	Quality First Marking and Feedback		Whole Class Feedback		Unit Assessments		Tracking Progress Over time	
		Next step marking		Self & Peer-Assessment		Pupil Conferencing		Moderation	

IMPACT	ATTAINMENT AND PROGRESS	<p>Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.</p>	<p>We firmly believe here at Wembury Primary School, that a meaningful RSE curriculum is the key to children becoming confident, knowledgeable, and well-rounded adults. All children will have the ready willingness and ability to try new things, push themselves and persevere.</p> <ul style="list-style-type: none"> To have a good understanding of how to stay safe, healthy and develop good relationships. To have an appreciation of what it means to be a positive member of a diverse, multicultural society. To have a strong self-awareness, interlinked with compassion of others. <p>The children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves throughout life, through tolerance and a sense of responsibility of being a global citizen, due to the Jigsaw scheme. From engagement with a variety of Educate and Celebrate texts and songs, children are able to understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to them. Our RSE lessons complement our curriculum to provide the skills needed to ensure our children are well prepared for the next stage of their education and can move smoothly into secondary education.</p>
	KNOWLEDGE AND SKILLS		
	READINESS FOR THE NEXT STAGE OF EDUCATION		

