



# InMAT

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## Part I – Relationships Education

### Rationale

InMAT schools believe that our Relationships Education curriculum ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

### Definition

Relationship Education became compulsory in all primary schools from September 2020. DfE guidance (2019) states that primary schools must “put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online.” At InMAT our policy helps to “foster pupil wellbeing and develop resilience and character”, alongside the Trust values of: Inclusion, Integrity, Initiative, Inspiration and Involvement.

### Aims

The aims of Relationships Education in our schools is to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- “To put in place the building blocks needed for positive and safe relationships of all kinds.” (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our schools.
- Provide clear information to parents and carers about the Relationships Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Enable pupils to reflect on their own experiences, considering how they are developing character, both personally and socially. Teach co-operation skills so that pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.
- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, “Teachers should always seek to treat individual students with sympathy and support.”
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

We have reviewed this policy in consultation with parents/carers and have taken 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.

## **Teaching of Relationship Education**

Relationship Education is delivered by class teachers through lessons in each year group and through Personal Social Health Economic Education (PSHE) sessions. It is also delivered through assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

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

At Kettering Park Infant Academy our PSHE curriculum is based on Jigsaw and the No Outsiders curriculum.

For more information about our curriculum, see our curriculum overview in Appendix 3.

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).

## **Roles and responsibilities**

The Board of Trustees will approve the RSE policy, and CEO and School Improvement Leads will hold the headteacher to account for its implementation.

## **The right to withdraw**

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents have the opportunity to view any new materials being used to teach Relationships Education as and when they are introduced.

## **Resources**

Each InMAT school will appoint a PSHE lead to oversee Relationship Education. The PSHE lead will support and provide resources for each school.

## **PART 2 – Sex Education**

### **Rationale**

At InMAT we place Sex Education firmly within our PSHE curriculum. We believe passionately that our PSHE curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal development lies at the cornerstone of our InMAT ethos; we are preparing children for life in modern Britain. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

### **Definition**

Sex Education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It involves children acquiring information and being informed about the physical and emotional changes that happen during puberty, forming positive values and attitudes in their family life. Central to this is the growth of self-esteem and taking responsibility for oneself and one's actions.

The word 'sex' is used in its widest form and focuses on differences in gender as well as sexual reproduction. As the children grow older our aim is to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

### **Aims**

Our aims in Sex Education are to:

- Teach children the appropriate language to talk about themselves and their bodies and to be able to make informed choices about their bodies when they grow older.
- Inform children about the human reproductive cycle at an age appropriate time.
- Enable pupils to understand and manage their own feelings and emotions as they experience adolescence.
- Promote attitudes of self-respect in our pupils and respect for others.
- Provide channels for our pupils to feel able to communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure; understand that some parts of the body are private and what to do if someone is making you feel uncomfortable.
- Provide children with understanding about personal hygiene and germs, including bacteria, viruses, how they are spread and the importance of keeping our bodies clean.
- Enable children to make sense of the messages that they receive about relationships and growing up from the world around them.
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.
- Provide clear information to parents and carers about the Sex Education and Health Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

### **Teaching**

Sex Education and Health Education, is part of the PSHE curriculum, and is delivered by class teachers.

Although there are not specific Sex Education and Health lessons in Key Stage 1, where children mention their body parts, staff will use the correct names.

## **Equality of Opportunity**

At InMAT we consider that all pupils and adults should have equal access to Sex and Health Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

## **The right to withdraw**

Parents / carers may withdraw their child from Sex Education and Health Lessons. Each school in the trust will inform parents / carers before the lessons are delivered. Parents will have the opportunity to view the lessons and resources in order to make an informed choice about the content before withdrawing their child.

## **Resources**

The PSHE lead in each school will provide lesson plans and resources for Sex Education and Health education.

## **Staff training**

The PSHE lead for the school will lead staff training to ensure all staff are confident in their contribution to the Sex Education and Health policy.

## **Monitoring arrangements**

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

- Individual schools monitoring arrangements.
- Pupils' development in RSE. This is monitored by class teachers as part of our internal assessment systems.
- Local Academy Committee (LAC) members should monitor the delivery and impact of RSE.

This policy will be reviewed by INMAT every 2 years.

At every review, the policy will be approved by the Board of Trustees.

## Links with other policies

This Sex Education and Health Policy should be read in conjunction with:

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationships and education relationships and sex education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- Keeping children safe in education

[https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20\(from%201%20September%202020,to%20KCSIE%202019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20(from%201%20September%202020,to%20KCSIE%202019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.)

- Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

- Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- The SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Equality%20Act%20provisions%20which%20came,work%2C%20education%2C%20associations%20and%20transport>

## Appendix I: By the end of primary school pupils should know:

<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<p>Online relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
<p>Being safe</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>



**Appendix 2: Parent form – withdrawal from sex education within RSE**

<b>To be completed by the parents</b>			
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			

<b>To be completed by the school</b>	
Agreed actions from discussion with parents	

## Appendix 3: Our Curriculum Map for PSHE/SRE

### Jigsaw/InMat RSHE

<u>Term</u>	<u>Jigsaw</u>	<u>InMat RSHE</u>
Autumn 1	Being Me in my World	*Living in the wider world*
Autumn 2	*Celebrating Difference*	
Spring 1	*Dreams and Goals*	
Spring 2	Healthy me	*Health and Well-being*
Summer 1	Relationships	*Relationships*
Summer 2	*Changing me*	

### Relationships

#### Year 1 Relationships

<u>Year 1 Autumn term: Relationships</u> InMAT RSHE				<u>Jigsaw - Year 1</u>	
<u>Week</u>	<u>Topic</u>	<u>Resources</u>	<u>Lesson Plan</u>	<u>Piece</u>	<u>Learning Intention</u>
Week 1	<b>Caring friendships</b> No Outsiders	I like the way I am <b>Elmer – David McKee</b>	No Outsiders lesson plan		
Week 2	<b>Caring friendships</b> No Outsiders RSE: how important friendships are in making us feel happy and secure, and how people choose and make friends.	Find ways to play together <b>Want to play trucks- Anna Stott and Bob Graham</b>	No Outsiders lesson plan	1. Families	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.
Week 3	<b>Caring friendships</b> To understand how to share feelings	I can share how I feel	Lesson plan 1a	2. Making Friends	I can identify what being a good friend means to me. I know how to make a new friend.
Week 4	<b>Being safe</b> To understand the importance of not keeping secrets that make them feel uncomfortable/ CSE	To know parts of my body which are private <b>Some parts are not for sharing – Julie K Federico</b>	Lesson plan 1b	3. Greetings	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.
Week 5	<b>Families and people who care for me</b> To recognise special people in their lives	I can tell you about special people in my life	Lesson plan 1c	4. People Who Help Us	I know who can help me in my school community. I know when I need help and know how to ask for it.

	RSE: that families are important for children growing up because they can give love, security and stability.				
Week 6	<b>Respectful relationships</b> No Outsiders RSE: 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.	I share the world with lots of people <i>My world your world – Melanie Walsh</i>	No Outsiders lesson	5. Being My Own Best Friend	I can recognise my qualities as person and a friend. I know ways to praise myself.
Week 7	<b>Respectful relationships</b> To share views and opinions with others	To agree and disagree	Lesson plan 1d	6. Celebrating My Special Relationships	I can tell you why I appreciate someone who is special to me. I can express how I feel about them.
Week 8	<b>Respectful relationships</b> To show respect for other people	To show respect for other people	Lesson plan 1e		

## Year 2 Relationships

Year 2 Autumn term: Relationships InMAT RSHE				Jigsaw - Year 2	
Week 1	<b>Families and people who care for me</b> No Outsiders RSE: 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.	To understand what diversity is <i>The great big book of families – Mary Hoffman and Ros Asquith</i>	No Outsiders lesson plan Note: in plenary ensure RSE objectives are met through questioning e.g. "there were lots of different families in the book; what do they have in common? What do families do together, how do they support each other?"	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.
Week 2	<b>Caring friendships</b> To recognise different types of behaviour	I can recognise different behaviours	Lesson plan 2a	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.
Week 3	<b>Caring friendships</b> To understand that bodies and feelings can be hurt	I know how feelings can be hurt	Lesson plan 2b	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.
Week 4	<b>Caring friendships:</b> No Outsiders RSE: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. RSE: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	To think about what makes a good friend <i>Amazing by Steve Antony</i>	No Outsiders lesson plan	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.
Week 5	<b>Being safe</b>	To choose when to share my body <i>Your body belongs to you- Cornelia Spelman</i>	Lesson plan 2c	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.

	To understand the difference between appropriate and inappropriate touch/ CSE				
Week 6	<b>Respectful relationships</b> To understand that bullying and teasing is hurtful (and what to do if it happens)	I know how to be a good friend	Lesson plan 2d	6. Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.
Week 7	<b>Respectful relationships</b> To understand how to share views and opinions with others RSE: practical steps they can take in a range of different contexts to improve or support respectful relationships.	I can share my opinion	Lesson plan 2e		
Week 8	<b>Valuing difference</b> To understand the importance of showing respect for the differences and similarities between people	To know I belong All are welcome by Alexandra Penfold and Suzanne Kaufman	No Outsiders lesson plan		

## Y1 Being me in my World

Year 1 -InMAT RSHE				Jigsaw - Year 1	
Week 1	I know what rules are and why they are important <b>RSE: Respectful Relationships</b> 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	Enquiry question: why do we follow rules?	Lesson plan 1a	1. Special and Safe	I know how to use my share in my PSHE lessons. I feel special and safe in my class.
Week 2	<b>RSE Caring friendships</b> The characteristics of friendships, including sharing interests and experiences and support with problems and difficulties.	LO To join in Enquiry question: How do I join in? Going to the Volcano – Andy Stanton	No Outsiders lesson plan	2. My Class	I understand the rights and responsibilities as a member of my class. I know that I belong to my class.
Week 3	I know how to join in <b>RSE Caring friendships</b> that healthy friendships are positive and welcoming	Enquiry question: I know how to join in	Lesson plan 1b	3. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class.

	towards others, and do not make others feel lonely or excluded				I know how to make my class a safe place for everybody to learn.
Week 4	I know how to look after the local environment. (school) <b>RSE Respectful Relationships</b> Practical steps they can take in a range of different context to improve or support respectful relationships I know how to look after the local environment. (school)	Enquiry question: How can I look after my school?	Lesson plan 1c	4. Rewards and feeling Proud	I know my views are valued and can contribute in class. I recognise how it feels to be proud of an achievement.
Week 5	<b>RSE Families and people who care for me</b> 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.	To work together <b>Errol's garden – Gillian Hibbs</b>	No Outsiders lesson plan	5. Consequences	I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.
Week 6	<b>RSE Families and people who care for me</b> that families are important for children growing up because they can give love, security and stability.	LO: Proud to be me Enquiry question: What is special about my family? <b>Hair it's a family affair – Mylo Freeman</b>	No Outsiders lesson plan	6. Owing the Learning Charter	I understand my rights and responsibilities within our Learning Charter. I understand my choices in following school and class rules.
Week 7	No RSE link I know where money comes from	Enquiry question: Where does money come from?	Lesson plan 1d		
Week 8	No RSE link I know how to keep money safe.	Enquiry question: How do I save money?	Lesson plan 1e		

## Y2 Being me in my World

Year 2-InMAT RSHE				Jigsaw - Year 2	
Week 1	I know what groups and communities I belong to <b>RSE Families and people who care for me</b> Pupils should know that families are important for children growing up because they can give love, security and stability	Enquiry Question: What communities do I belong to?	Lesson plan 2a	1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help.

Week 2	I know who special people are in my community and how they help me. <b>RSE Being safe</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources	Enquiry Question: Who can help me?	Lesson plan 2b	2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help.
Week 3	<b>RSE Caring friendships:</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>Respectful relationships:</b> 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.	Enquiry question: How do I make you welcome? <b>Can I join your club – John Kelly and Steph Laberis</b>	No Outsiders lesson plan	3. Rewards and Consequences	I understand the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place.
Week 4	<b>RSE Respectful relationships</b> 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.	Enquiry question: How do I make sure everyone understands? <b>What the jackdaw saw – Julia Donaldson and Nick Sharratt</b>	No Outsiders lesson plan	4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place.
Week 5	I can suggest ways to look after the local environment. (surrounding area) <b>RSE Respectful relationships:</b> Practical steps they can take in a range of different context to improve or support respectful relationships	Enquiry question: How can we look after our community?	Lesson plan 2c	5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn. I can work cooperatively.
Week 6	No RSE link I know why it is important to save energy	Enquiry question: How can I save energy	Lesson plan 2d	6. Owning our Learning Charter	I can recognise the choices I make and understand the consequences. I am choosing to follow the school expectations
Week 7	No RSE link I know where money comes from	Enquiry question: Where does money come from?	Lesson plan 1d		
Week 8	No RSE link I know how to keep money safe.	Enquiry question: How do I save money?	Lesson plan 1e		

## Y1 Health and Well-being

Year 1 - InMAT RSHE

Jigsaw - Year 1

Week 1	To know what keeps our bodies healthy.	Enquiry question: How do I stay healthy?	Lesson plan 1a	1. Being Healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.
Week 2	To know how I keep clean.	Enquiry question How do I keep clean	Lesson plan 1b	2. Healthy Choices	I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.
Week 3	To recognise what I am good at and to set a target.	Enquiry question What am I good at?	Lesson plan 1c	3. Clean and Healthy	I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.
Week 4	To understand what change is (growing and changing)		Christopher Winters lesson plans	4. Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.
Week 5	To know how to stay safe at home.	Enquiry question How do I stay safe at home?	Lesson plan 1d	5. Road Safety	I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help.
Week 6	To know how to ask for help when I need it. CSE year 1.	Enquiry question How do I ask for help?	Lesson plan 1e	6. Happy, healthy me	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.



## Y1 Health and Well-being

Year 2 - InMAT RSHE				Jigsaw - Year 2	
Week 1	To make informed choices about my health.	Enquiry question	Lesson plan 2a	1. Being Healthy	I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices.
Week 2	To recognise my feelings and describe them.	LO To have self confidence How to be a lion – Ed Vere	No Outsiders lesson plan	2. Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong.
Week 3	Sex education (check parental consent) To use correct names for body parts (boys and girls) Christopher winters		Christopher Winters lesson plan	3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.
Week 4	End of year reports - To recognise what I am good at and set myself goals	Enquiry question What are my goals? Impossible by Tracey Courderoy	Lesson plan 2b	4. Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most.
Week 5	To know how to stay safe online.	Enquiry question How can we use the internet?	Lesson plan 2c	5. Healthy Eating	I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.
Week 6	To know how to stay safe outside (road, water, fire etc)	Enquiry question	Lesson plan 2d	6. Happy, healthy me	I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.

Jigsaw also has 'Celebrating Difference', 'Dreams & Goals' and 'Changing me'.

