PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Spring Term 2021

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Elloughton Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. We have tailored the Jigsaw scheme to suit the needs of our children in our care.

The programme supports pupils' personal development, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The aims of **Relationship, Health and Sex Education (RHSE)** at our school are to:

- 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
- Learn the value of respect, love and care
- Provide a framework in which sensitive discussions can take place

2. Statutory Requirements

Relationship and Sex Education (RSE) is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum. If primary schools do teach RSE, they must have regard to the DFE guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. (See below)

https://www.gov.uk/government/publications/sex-and-relationship-education

3. Definition

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

It provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should ensure that both girls and boys are prepared for the changes that adolescence brings and (drawing on the knowledge of life cycles set out in the National Curriculum for science) how a baby is conceived and born. It should enable children to access a safe source of information. RSE involves a combination of sharing information, and exploring issues and values.

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. RSE is not about the promotion of sexual activity.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body.

The key aspects of Relationship, Health and Sex Education (RHSE) that they are taught include:

- Physical development - how we grow and change
- Emotional development - our feelings and how we might change as we grow older; we consider how to manage feelings
- Social aspects - the positive and negative influences for our peers
- Healthy relationships - the different types of relationships we experience such as those with parents/carers, siblings, friends, considering healthy and unhealthy relationships

4. Curriculum

Here, at Elloughton Primary School we value PSHE as one way to support children's personal development, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our **Relationship, Health and Sex Education (RHSE) programme** is an integral part of our whole school PSHE (Personal, Social, Health and Economic) curriculum and is carefully

matched to the needs of our pupils, their families and community. Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

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

As in the Relationship, Health and Sex Education (RHSE) guidance published in June 2019 by the DfE, the following concepts will be delivered to children from Year 1 - 6.

CONCEPTS WITHIN OUR RELATIONSHIP, HEALTH & SEX EDUCATION CURRICULUM	
RELATIONSHIP EDUCATION	**HEALTH EDUCATION**
Families (and people who care for me)	Mental wellbeing
Caring friendships	Internet safety & harms
Respectful relationships	Physical health & fitness
Online relationships	Healthy eating
Being safe	Drugs alcohol & tobacco
Sexual education	Health and prevention
	Changing adolescent body
	Basic first aid

5. Delivery of Relationship, Health and Sex Education

We deliver our Relationship, Health and Sex Education (RHSE) curriculum through a range of approaches within the school. These include:

- Personal, Social, Health Education (PSHE) Curriculum
- Science Curriculum
- Computing Curriculum
- Collective worship
- Sex Education sessions delivered by health professionals

Since Relationship, Health and Sex Education (RHSE) incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. All staff understand they have a responsibility to implement this policy and promote the core values within our moral compass along with our three expectations 'Be Ready Be Kind Be Safe'.

Across all Key Stages, pupils will be supported with developing the following skills through the teaching of restorative practice strategies and within the context of family life.

- Assertiveness
- Seeking help and support when required
- Managing changing relationships and emotions
- Recognising and assessing potential risks
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict

6. Language

It is good practice to use the correct anatomical terms for genitalia and sexual parts of the body. Having the right language to describe private parts of their body, and knowing how to seek help if they are being abused is vital for a child's safeguarding. Children may use different names for body parts whilst at home e.g. privates', willy, balls, however whilst at school we use the scientific words. In line with the National Curriculum, the agreed vocabulary used in school is shown below. See appendix 7.

7. Safe Learning in RHSE

In order to promote a healthy, positive atmosphere for RHSE we want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils.

We believe that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RHSE programme.

It is important that children feel safe and listened to within RHSE. This is especially important when children are participating in discussion-based learning or asking questions.

Adults will use the following strategies to deal with unexpected questions

- Children will be encouraged to ask questions personal to them at a separate time to the lesson.
- If the adult delivering RHSE does not know the answer to a question, the adult will acknowledge this and will research the question and provide an appropriate answer later.
- Some questions that arise during lessons may relate to sensitive or controversial topics. These may relate to personal experience. In this instance, the teachers may answer the question separate from the rest of the class. Any concerns raised through discussions or questions will be reported through the school safeguarding procedures.

8. Equality, Inclusion and Support

RHSE is delivered in line with the Equality Act 2010. We value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief or sexual orientation). RHSE will be accessible to all regardless of their gender or background. Through the delivery of PSHE and the whole school curriculum, adults will explore and challenge gender stereotypes and promote diversity and tolerance upholding the values within our moral compass.

9. Special Educational Needs and Disability

As with the rest of the curriculum, teachers will use a range of strategies to ensure all childrens' individual needs are being met. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met. This will mostly consist of careful questioning within discussion-based learning. In specific cases, a personalised programme will be delivered on a 1 to 1 basis with a trained teaching assistant or pastoral support assistant as part of the child's termly support plan.

10. Roles and Responsibilities

The Governing Body

The governing body will approve the RHSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non science] components of RHSE (see section 12).

Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Responding to the needs of individual pupils and answer questions, including difficult ones, sensitively and appropriately (seeking advice from the PSHE lead)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHSE

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

Pupils

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

11. Parents/Carers

The school will:

Keep parents/carers informed about all aspects of the RHSE curriculum, including specific, discrete lessons around sex education and advise them to read this policy.

Expect parents to share responsibility of RHSE and support their child's personal, social and emotional development.

Encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters raised through RHSE.

Encourage parents/carers to read information about the teaching of RHSE from the Department for Education and through the Jigsaw approach (Appendix 5 and 6) and seek additional support from school where they feel it is needed.

Consult with parents on the policy and have an open dialogue to discuss any concerns.

12. Parents' Right to Withdraw

As a school, we are legally obliged to provide pupils with Relationship Education (RE) and the statutory Science curriculum. Parents do not have a right to withdraw their children from Statutory Science and Relationship Education lessons.

Statutory Science curriculum

Key Stage 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2:

- Describe the differences in lifecycles of a mammal, an amphibian and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age (they should learn about the changes experienced in puberty)

Relationship Education Lessons

In Years 4, 5 and 6 our school chooses to teach RHSE, this subject (in conjunction with the National Curriculum for Science), provides pupils with factual age appropriate information on reproduction. Parents have the right to withdraw their child from the SE (Sex Education) element of RSE only, but not the reproduction elements of the National Curriculum for science. Puberty is taught as a statutory requirement of Health Education and is covered by our Jigsaw PSHE Programme in the unit The 'Changing Me' Puzzle. We conclude that sex education refers to human reproduction, and parents have the right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle e.g.
Year 4, Lesson 2 (Having a baby)
Year 5, Lesson 4 (Conception)
Year 6, Lesson 3 (Conception, birth)

Requests for withdrawal should be put in writing and addressed to the headteacher using the form within the appendix of this policy. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents.

Alternative work/provision will be tailored to pupils who are withdrawn from RSE to match their individual needs following a consultation with parents and the headteacher.

13. Training

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

Leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE where appropriate.

14. Monitoring Arrangements

The delivery of RHSE is monitored by Rebecca Brammall and Lesley Hemmingway through:

- Curriculum scrutiny, pupil voice and learning walks, etc.
- Pupil voice will be influential in adapting and amending the planned learning activities to meet the needs of all our pupils.
- Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rebecca Brammall and Lesley Hemmingway.

At every review, the policy will be approved by the governing body.

Appendix 1: Jigsaw SRE (RHSE) learning intentions

Appendix 2: Parent Withdrawal Request Form

Appendix 3: Jigsaw PSHE content overview

Appendix 4: Changing me puzzle map

Appendix 5: RHSE A Guide for Parents and Carers leaflet

Appendix 6: DFE Understanding Relationships and Health Education in your child's primary school: a guide for parents

Appendix 7: Vocabulary list

15. Adoption, Approval, Sign Off

Signed	
On behalf of	
Date	

16. Document Control

Title of document	**Personal, Social, Health Education including Relationship, Health and Sex Education Policy**
Revision number	**1**
Review frequency	**3 years**
Next review date	**Spring 2024**
Type or status	**Policy**
Statutory?	**Yes**
Notes	

Jigsaw SRE Content The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle 6.

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content	Safeguarding
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	**Connect us** - Paired activity: changes from baby to adult **Open my mind** - whole class sing 'Changing as I grow' **Show me or Tell me** - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Teacher led discussion using photographs showing similar growth stages for humans. **Let me learn** - Paired activity - Life cycles, sorting the life cycle cards into the right order **Help me reflect** - Draw and write individual activity - 'me now and what I want to be when I grow up'.	Neglect
1	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	**Open my mind** - whole class sing 'Changing as I grow' **Show me or Tell me** - baby photo session. Distinguish between changes: body, appearance, abilities, **Let me learn** - individual activity, writing about how you have changed since you were a baby / little **Help me reflect** - individual draw and write activity: 'I am pleased I am getting older because...'	Neglect Poor parenting *An alternative activity may be necessary for children who do not have access to a photo of themselves as a baby (adopted, in care, refugee, asylum seeker etc.)*
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 respect my body and understand which parts are private	**Open my mind** - Whole class activity using PowerPoint slides of animals, can we identify males and females? **Show me or Tell me** - Same gender pairs can we identify gender from appearance alone (list three ways)? Introduction to male female 'private' body parts: penis, vagina, testicles (as covered by a swim suit). **Let me learn** - Class sorting activity using two hoops (intersecting) and the body part cards (emphasis on using correct names) **Help me reflect** - Individual draw and write activity - me in a swim suit with labelled body parts including genitalia and the correct terms.	Female genitalia mutilation Physical abuse Sexual abuse
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	**Connect us** - 'Find your pair' card activity to get in pairs and consider what has changed between the two card images (young animal to adult animal) **Open my mind** - Sing 'Changing as I grow' and go through the song lyrics identifying changes in the song (and add own ideas). Reinforce change is sometimes out of our control and it's OK. **Tell me or Show me** - whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles. **Let me learn** - Draw and write individual activity to show what they know about a life cycle.	Poor parenting Neglect Emotional abuse

2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	**Open my mind** - Sing the Jigsaw Song: Changing as I grow. Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person. **Tell me or Show me** - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc. **Let me learn** - Using the Leaf template, individual draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older. **Help me reflect** - Individual activity, complete the sentence stem: 'One thing that changes, in a good way, when we get old is...'	Physical abuse *An alternative activity may be necessary for children who do not have access to photos of their grandparents.*
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	**Connect us** - Circle time activity (talking partners first) complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...' **Open my mind** - Whole class activity using the story of Titch and discuss the theme of growing. **Tell me or Show me** - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.	Poor parenting Neglect Physical abuse Emotional abuse Sexual abuse
2	Piece 4 Boys' and Girls' Bodies	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 tell you what I like/don't like about being a boy/girl	**Open my mind** - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class. **Show me or Tell me** - Whole class sorting activity, body parts specific /not specific to gender **Let me learn / Help me reflect** - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.	Gender -based violence Physical abuse Female genitalia mutilation
2	Piece 5 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	**Connect us** - circle time activity, pass the touch. Discuss when we use touch, positive and negative. **Tell me or Show me** - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like. **Let me learn** - Individual draw and write activity; 'two types of touch I like'. **Help me reflect** - Individual draw and write activity, 'One way I like touch is when...'	Physical abuse Sexual abuse Emotional abuse Personal Safety Neglect *Ensure children know some touches we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.*

3	Piece 1 How Babies Grow	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 express how I feel when I see babies or baby animals	**Connect us** - using pair cards, find your partner and talk about changes from being a baby to an adult. **Open my mind** - Class activity, introduction using PowerPoint to females having babies and males having an important parenting role. **Tell me or Show me** - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her. **Let me learn** - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. **Help me reflect** - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).	Poor parenting Neglect *Be mindful of any families that have suffered bereavements around new babies or miscarriages.*
3	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family	**Connect us** - whole class sing 'Changing as I grow' - and think about changes from being a baby to now **Open my mind** - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical). **Tell me or Show me** - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb. **Let me learn** - individual draw and write activity - what a baby needs to survive and live and grow. **Help me reflect** - Individual activity, list the 3 most important things a baby needs to survive and grow.	Neglect Poor parenting Emotional abuse Physical abuse
3	Piece 3 Outside Body Changes	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	**Connect us** - circle time activity; changes that have happened and good and bad things about change. **Open my mind** - Class activity to introduce the word puberty and changes outside the body. **Tell me or Show me** - class sorting activity using body cards. Reinforce puberty changes with PowerPoint. **Let me learn** - Paired activity using resource sheet 'My Life, My Changes'. **Help me reflect** - individual reflection on what may be worrying them about growing up and what they are looking forward to.	Physical abuse Sexual abuse Emotional abuse Neglect
3	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	**Open my mind** - Class discussion, where does a new life start from? Pick out differences (chicken lay eggs etc.) **Tell me or Show me** - Class activity, PowerPoint slides to identify and explain the key elements of puberty changes inside the body and how the changes link to the start of a new life. **Let me learn** - Paired activity using 'The Great Growing Up Adventure'. **Help me reflect** - Question Answer session using 'Jigsaw Jino's Private Post Box'. Respond to the questions with the class and deal with things in a form such as "Jigsaw Jino tells me some people aren't sure about... Let me explain it..."	Physical abuse Sexual abuse Emotional abuse Neglect Female genitalia mutilation *If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.*

3	Piece 5 Family Stereotypes	start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes	**Open my mind** - class activity using Task cards to think about male/female roles. **Tell me or Show me** - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken. **Let me learn** - In groups design a pillow case for a boy/girl. Is it stereotypical? Complete the sentence: 'Our design is/is not stereotypical because...' **Help me reflect** - individual reflection, who does which jobs in their home?	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying *Be mindful of cultural difference.*
4	Piece 1 Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being	**Open my mind** - class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us. **Tell me or Show me** - Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.) **Let me learn** - Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Also link to grandparent characteristics as well as those that are unique. **Help me reflect** - Individual draw and write activity, 'Being a truly unique human being makes me feel...'	Neglect *Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.*
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	**Open my mind** - Class activity to review making special things i.e. a baby. Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask - Does everybody have to have a baby? **Tell me or Show me** - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System. **Let me learn** - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce. **Help me reflect** - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.	Physical abuse Emotional abuse Sexual abuse Gender -based violence *It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations.* **[Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.]*
4	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	**Connect us** - Whole class activity to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion. **Open my mind** - Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Reproductive System. **Tell me or Show me** - whole class activity to go through the stages of menstruation. **Let me learn** - Paired/small group sorting activity using 'Menstruation Cards' **Help me reflect** - Using Jigsaw Jaz to raise any worries about growing up.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying

5	Piece 1 **Self-Image and Body-Image**	be aware of my own self-image and how my body image fits into that know how to develop my own self esteem	**Connect us** - whole class circle activity, rolling the ball and giving complements **Open my mind** - small group sorting activity, using 'Self-image Cards', Give each card a happy / sad face. Discuss where these perceptions come from (the happy/sad faces) and share the PowerPoint slide to help children understand this issue. **Tell me or Show me** - Individual activity to explore how we see ourselves (self-image), using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem*. Group activity using the 'Gingerbread person image' to create someone with high self-esteem. **Let me learn** - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples). Individual activity to change a sad face self-image card from Open my Mind, into a positive one. **Help me reflect** - Individual activity to write their affirmations on the front of their cards and take a few minutes in silence (perhaps with some gentle music) to repeat these to themselves. This will start to change the perceptions held in the subconscious.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse *It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations.* **(Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.)*
5	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	**Connect us** - Using a carousel to work in different pairs, discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed? **Open my mind and Tell me or Show me** - Whole class revisit what is needed to make a baby. Show PowerPoint with pictures of sperm and eggs. Go through how the female body prepares itself to have a baby using the animation 'The Female Reproductive System'. **Let me learn** - Whole class revisit different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing). **Help me reflect** - sharing their work from Let me Learn. Remind children to use Jigsaw Jez's private post box for any questions they have, but don't want to say out loud.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal safety
5	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	**Connect us** - Circle activity to recap on changes that happen to us as we grow and go through puberty. **Open my mind** - Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Point out there are no worn or write answers and that opinions will vary. **Tell me or Show me** - Using the PowerPoint slides of the male organs, ensure all the children understand the male reproductive system. Use the animation: The Male Reproductive System to reinforce this. Small group activity using 'Boys 'n' Puberty Quiz'. Review the answers together. **Let me learn** - Paired activity to produce an information leaflet or PowerPoint presentation for children aged 7 - 9, with the title 'Puberty - It Happens To Us All'. **Help me reflect** - whole class circle activity to share what they have produced and compare notes on the kind of questions and topics they have chosen to address.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse *Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex whereas for others this will mean fancying someone of the opposite sex. If it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard.*

5	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	**Connect us** - whole class activity using Relationships Cards to think about the types of relationships there are. Sort into different categories of relationship e.g. Family, Peer (may need explaining), Working and Relationships with Physical Attraction. **Open my mind** - Small group activity to consider relationships that become a couple and decisions to have a baby. Using 'Having a Baby Diamond 9 cards' to sort most important/ least important*. **Tell me or Show me** - Introduce the word 'Conception' - the moment when a new life begins. Use the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens. Introduce the term sexual intercourse. Show the PowerPoint slides of a baby in the womb to recap how new life grows. **Let me learn** - Small group sorting activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding **Help me reflect** - Review and discuss the learning from the session. Remind them of the Private Post Box for the questions they're still not sure about, or that may occur to them later.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse ** The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether people with disabilities should have a family, whether parents need to be married, whether it is right for same sex couples to bring up children. Always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.*
6	Piece 1 My Self Image	aware of my own self-image and how my body image fits into that know how to develop my own self-esteem	**Open my mind** - Class activity using the PowerPoint image of make-up/airbrushing. Discuss the terms 'real' self-image and 'ideal' self-image **Tell me or Show me** - Individual activity to consider words associated with 'real self-image', using the self-image template. Highlight words that are associated with body image. Repeat for 'ideal self-image'. What problems are there is not being your ideal self-image? Discussion about how this links to good / poor self-esteem. **Let me learn** - Individual activity, using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie. **Help me reflect** - Individual draw and write activity, 'The main ingredient in my self-esteem smoothie is...'	Physical abuse Emotional abuse Sexual abuse Neglect
6	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	**Connect us** -Starter activity to complete the 'Growing-Up bingo card'. Go through these as a class. **Open my mind** - Class (stand up - sit down) activity using the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. **Tell me or Show me** - Class activity using the PowerPoint slides showing girl to woman and boy to man and the animations (The Female/Male Reproductive Systems) to reinforce learning. **Let me learn** - Small group sorting activity to play the Puberty Truth or Myth game, to reinforce learning and highlight any unknowns. **Help me reflect** - Individual activity to write privately and anonymously, at least one question they have in their mind concerning puberty and growing up, (these questions will be used in the next session). Other questions can go into Jem's Private Post Box.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation

6	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	**Connect us** - Paired activity to reinforce trust and depending on each other. **Open my mind** - Circle activity to play the Puberty Round. **Let me learn** - Single gender activity (if possible)* using the questions from Help me Reflect in Piece 2. Groups discuss the question and agree a helpful answer. Class activity to share questions and answers. Reminder of the importance for trust, respect and consideration when talking about such sensitive and important issues. **Help me reflect** - Circle activity to make sure everyone is OK with the answers and doesn't have any further questions.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal Safety **This Piece should, if it can be arranged, provide the opportunity for a single gender session, preferably working with a teacher or facilitator of their own sex and to ask questions.*
6	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	**Open my mind** - Class discussion to consider a baby developing. Use the PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' **Tell me or Show me** - Range of activates to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth' **Let me learn** - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swop cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally). **Help me reflect** - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future?	Neglect Physical abuse Emotional abuse Sexual abuse *Be mindful of any families that have suffered bereavements around new babies or miscarriages.*
6	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	**Open my mind** - Class mind mapping activity for the word 'independence'. **Tell me or Show me** - Small group activity using birthday cards (aimed at 13 year olds) to discuss perceptions (negative and positive aspects) of being a teenager. Class discussion to draw out key aspects and to reiterate that with additional 'rights' come responsibilities. **Let me learn** - Small group activity using the 'holding hands' cards to discuss what physical attraction is. **Help me reflect** - Individual writing activity to reflect on ways to cope with growing up.	Neglect Physical abuse Emotional abuse Sexual abuse Child sexual exploitation *When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.*

Appendix 2

PARENT WITHDRAWAL REQUEST FORM

As a school we are legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from Statutory Relationship Education lessons.

In Years 4, 5 and 6 our school chooses to teach Relationship Health and Sex Education, this subject (in conjunction with the national curriculum for Science), provides pupils with factual age appropriate information on reproduction. Parents have the right to withdraw their child from the SE (Sex Education) element of RSE only, but not the reproduction elements of the national curriculum for Science. The lessons which parents can withdraw their children from are listed in section 12 of the policy.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education with 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	
Headteacher Signature	

Jigsaw PSHE 3 -11/12 Content Overview

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

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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
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

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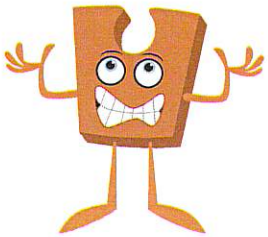
Changing Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Life cycles	R1, R6	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	H4	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3.My Changing Body		I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4. Boys' and Girls' Bodies	R19, R25, R26, R27, R29, H34	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
5.Learning and Growing **Puzzle Outcome: Piece 5 Flowers**	R15	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6.Coping with Changes **Assessment Opportunity**	R32, H2, H3	I can tell you about changes that have happened in my life	I know some ways to cope with changes



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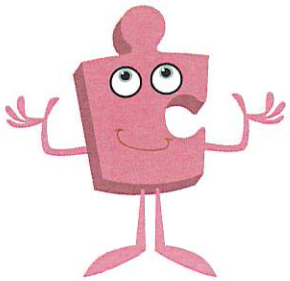
Changing Me Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Life Cycles in Nature			I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from Young to Old		I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3.The Changing Me	H34	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
4.Boys' and Girls' Bodies	R26, R27, R29, H34	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
5.Assertiveness	R15, R19, R25, R26, R29, R30, R31, R32	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
6.Looking Ahead **Assessment Opportunity**	H2, H3	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this



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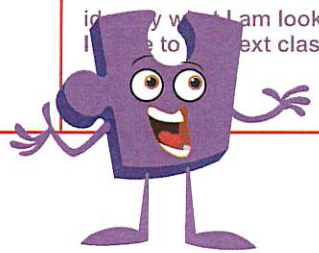
Changing Me Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.How Babies Grow	H2, H3	I 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	I can express how I feel when I see babies or baby animals
2. Babies	H2, H3	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3.Outside Body Changes	H2, H3, H34	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4.Inside Body Changes	R27, H2, H3, H34	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5.Family Stereotypes	R1, R2, R3, R4, R18, H2, H3	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6.Looking Ahead **Assessment Opportunity** **Puzzle Outcome: Ribbon Mobiles**	H2, H3	id[illegible] w[illegible] I am looking forward to when I [illegible] to [illegible]ext class	start to think about changes I will make next year and know how to go about this



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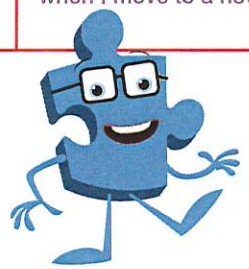
Changing Me Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Unique Me	R1, R2, R3, R4, R27	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
2. Having a Baby	R1, R2, R3, R4, R26, H34	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3.Girls and Puberty	R26, H34, H35	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
4.Circles of Change **Puzzle Outcome: Circles of Change**	H4	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5.Accepting Change	H2, H3	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6.Looking Ahead **Assessment Opportunity**		I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this



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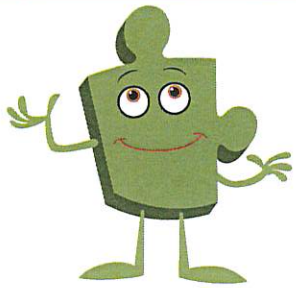
Changing Me Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Self and Body Image	R15, R25, R26, R27, H5, H6, H10, H18	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2.Puberty for Girls	H34	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3.Puberty for boys	H2, H3, H34	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4.Conception	H34	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
5.Looking Ahead 1 **Puzzle Outcome: Change Cards**	H4, H34	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6.Looking Ahead 2	H1, H4	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.



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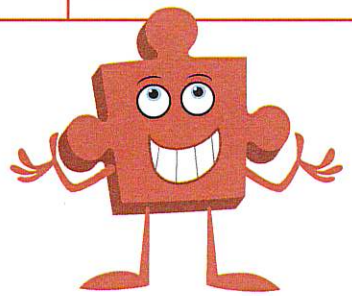
Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.My Self Image	R15, R27, H1, H4, H6, H7, H9, H10	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2.Puberty	R30, R32, H9, H34, H35	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3.Babies: Conception to Birth Assessment Opportunity	R1, R4, R32, H9, H35	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4.Boyfriends and Girlfriends	R4, R7, R8, R9, R13, R19, H9	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
5.Real self and ideal self	R13, R15, R16, R19, R27, H1, H4, H6 H9, H10	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
6.The Year Ahead	H2, H3, H4, H6, H9, H10	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.



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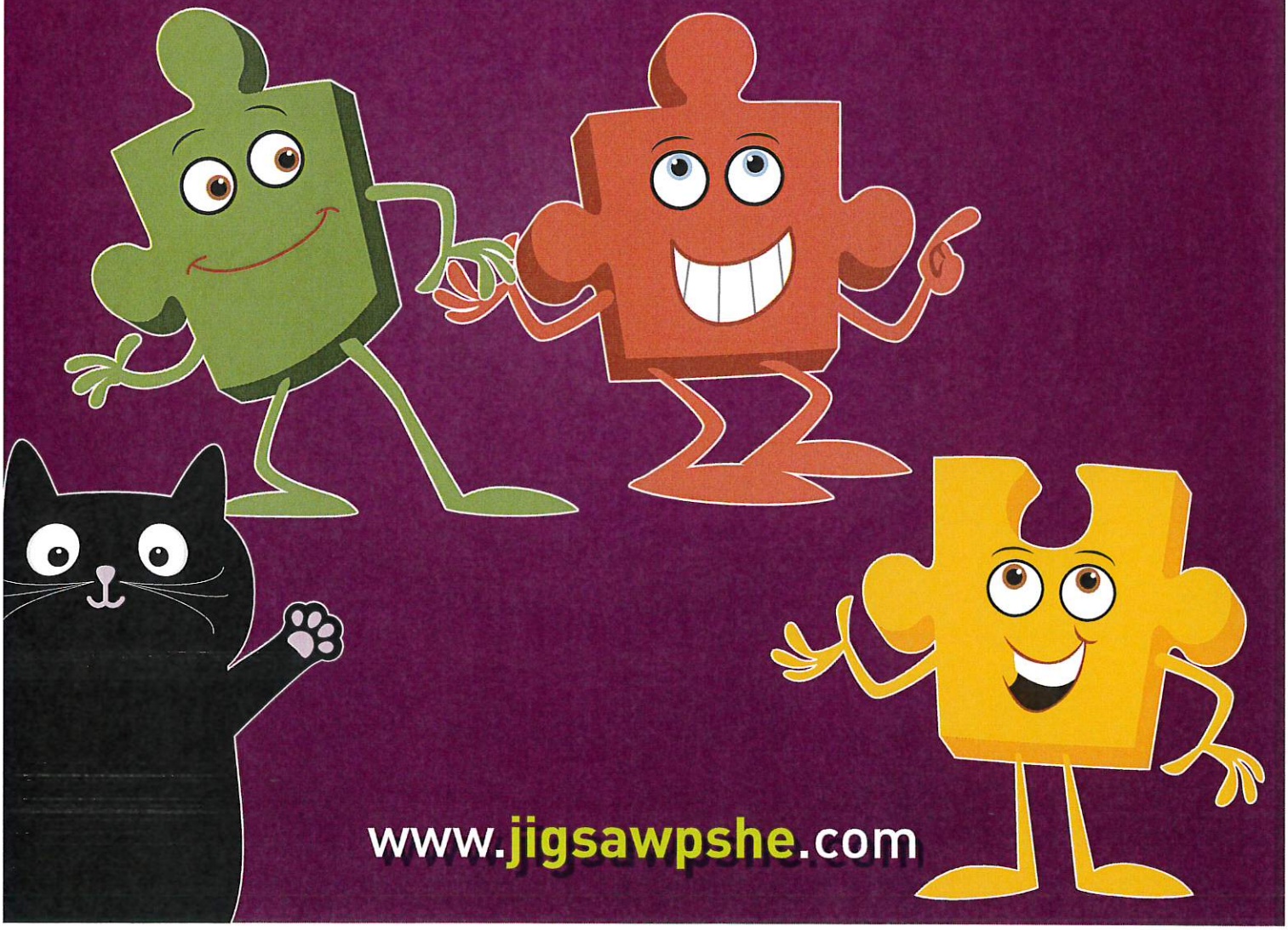
Jigsaw®

The mindful approach to PSHE

Relationships Education, Health Education and Sex Education in the Primary School

How does Jigsaw, the mindful approach to PSHE (ages 3-11) approach these subjects?

Information for parents and carers



www.jigsawpshe.com

Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education) is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

We, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and schools must fulfil their statutory duties.

What are the aims of Relationships Education, Sex Education and Health Education in the primary school?

The opening paragraph of the Department for Education guidance states:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."
(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

What must primary schools teach in Relationships Education, Health Education and Sex Education?

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education

Families and people who care for me

Caring Friendships

Respectful Relationships

Online Relationships

Being safe

Health Education

Mental wellbeing

Internet safety and harms

Physical health and fitness

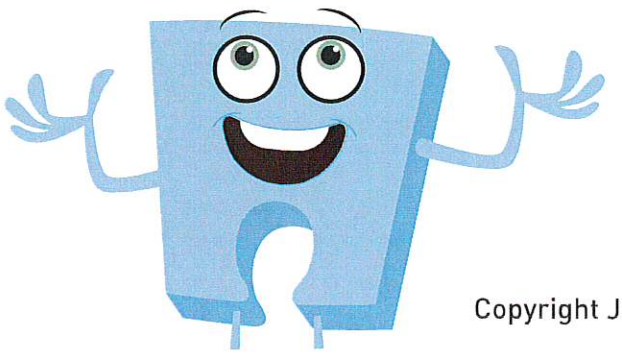
Healthy Eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body



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This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The **National Curriculum for Science** (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.

It is up to primary schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science.

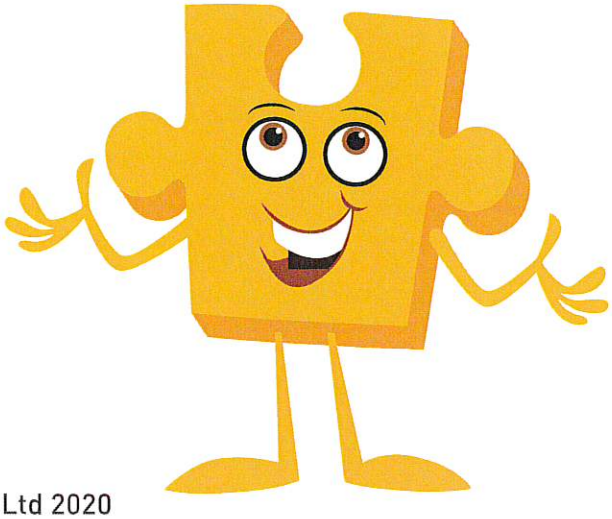
If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The school will share its position on teaching Sex Education with parents/carers through its policy, and if relevant will make clear which lessons they can request their child is withdrawn from, i.e. which lessons constitute this additional Sex Education, if any.

The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. Schools using Jigsaw decide on whether to use these lessons in their RSHE Programme, to cover this subject matter in NC Science or not to include them for their children, and this will be reflected in the policy.

At Jigsaw, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.



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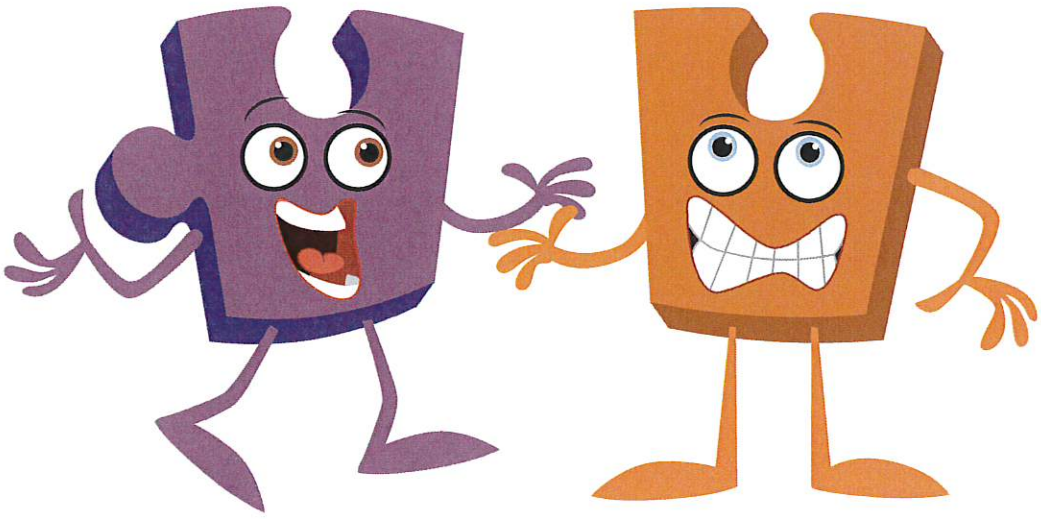
Why is this RSHE curriculum needed?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be "too little, too late and too biological". This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

If you have any questions...

- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE. Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.



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What about LGBT+ issues?

There has been much mis-information in the media about how LGBT+ issues are to be taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this. Your child's school can make this available to you on request.

Jigsaw firmly stands by its position that EVERY child is valued and special.

More about Jigsaw, the mindful approach to PSHE?

Jigsaw PSHE is a comprehensive and completely original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six Puzzles (units):

Being me in My World

Celebrating Difference

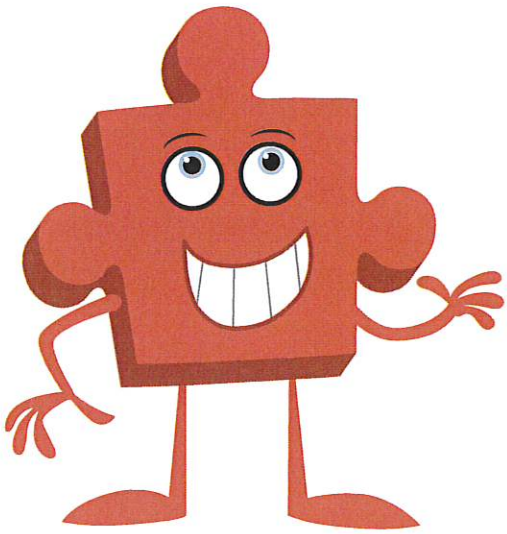
Dreams and Goals

Healthy Me

Relationships

Changing Me,

each with six lessons.



These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.

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What will my child actually be taught about puberty and human reproduction?

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

The Changing Me Puzzle is all about coping positively with change and includes:

Ages 3-5 Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies; correct names for body parts.

Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.

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How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.

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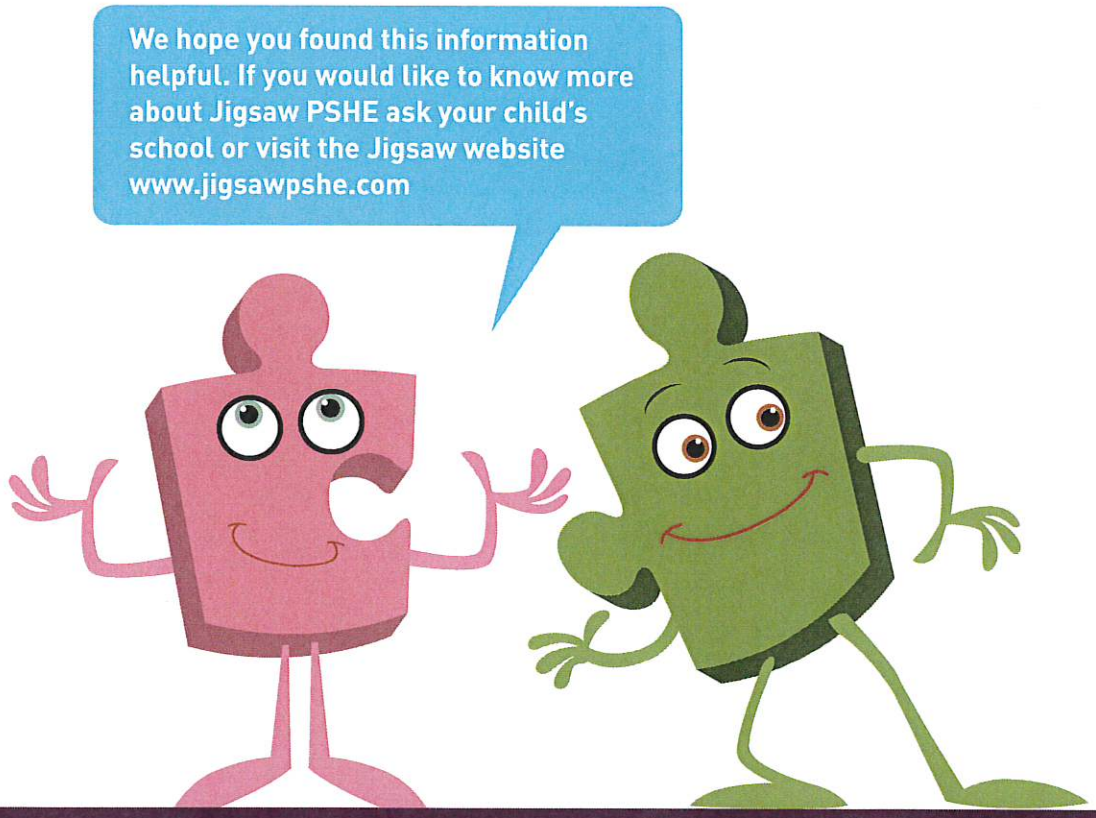
- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school. We may feel that they know too much, when actually ignorance is the enemy of innocence.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.



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Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Department for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

RSE Vocabulary

Appendix 7

Year Group	Vocabulary that may arise:	Key Vocabulary
Year 1	pregnancy, birth, mature, adult	love, relationships, family, male, female, feelings, emotions, change, vagina, penis, testicles, vulva, anus
Year 2	pregnancy, scrotum, womb, gay, lesbian	birth, life-cycle, nipples, breasts, breastfeed, baby, private, vulva, anus, acceptable, unacceptable, pubic, vagina, penis, testicles
Year 3	transgender, gay, lesbian, sperm, ovum, egg, ovary, womb, wet dream, ejaculate, pubic hair	reproduction, stereotype, unisex, affection, uterus, womb, puberty
Year 4	conception, fertilise	period, sexual intercourse, having sex, making love, depression, menstruation
Year 5	transgender, gay, lesbian, homosexual, grooming trolled	pubic hair, sanitary wear, sanitary towels/pads, tampons, wet dream, ejaculate/ejaculation, semen, sperm, urethra, egg, embryo, fertilisation, umbilical cord, larynx, fallopian tube, testes, erection, facial hair, oestrogen, hormones, pregnancy, contraception, IVF, fertility treatment
Year 6	transsexual, gay, lesbian, homosexual, homophobic, heterosexual, transphobic, bisexual, circumcised, abortion, miscarriage, IVF, stillbirth, caesarean, condom, contraceptive pill	reproductive organs, sex, clitoris, cervix, conception, fertilisation, pregnant, embryo, foetus, umbilical cord, placenta, contractions, labour, contraception, fallopian tube, identity, sexting