

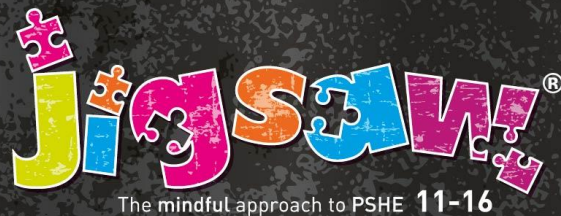
Relationships, Sex & Health Education (RSHE) From September 2020

Information for parents and carers (Jigsaw 3-11)

Welcome!

V2.2 April 2020 JL

Not for redistribution or publishing online





School and home partnership

We aim to inform you of:

- the school's legal obligations on Relationships and Sex Education (from 2020)
- your rights as a parent/carer
- how, what, why and when we intend to teach children



Where
and
When?

Where and when did *you* learn about relationships and sex?



Where?

Was this the best way?

Was there anything that you didn't understand?

Was there anything you were frightened about?

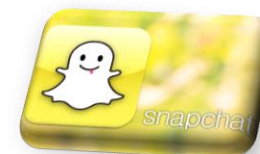
When?

Has the world changed since then?



Today's considerations

- The internet
- Television
- Social media
- Other media
- Friends
- Family
- School





Music and lyrics

Heard he in love with some other chick
Yeah yeah, that hurt me, I'll admit
Forget that boy, I'm over it
I hope she gettin' better sex
Hope she ain't fakin' it like I did, babe
Took four long years to call it quits
Forget that boy, I'm over it

'Shout out to my ex' by Little Mix



What are the 'messages' in these adverts?



What 'messages' are in these TV scenes?



Chat Rooms/Forums



I go to Corner Street...



**Hi. My name's Jenny I like your pic 😊
What school do you go to?**



Real stories from schools as to why their school chose to introduce Jigsaw's RSE Programme

- Two 10-year old girls being groomed online: They said the men were nice and felt that it was perfectly acceptable to text pictures of themselves in their underwear and wearing make-up. They said they liked feeling grown up and having the attention.
- A 7-year old accessing pornography through click-bait.
- Year 6 pupil accessing 'hard core' porn. Sex Ed *was only taught* in Yr6 but his parents withdrew him so he missed the lessons.
- Child abuse case: Uncle (the abuser) acquitted because in the child's testimony she used the word 'Frou Frou' to describe her vulva. The lawyer said that Frou Frou was the name of a soft toy and the child was 'prone to lying'.



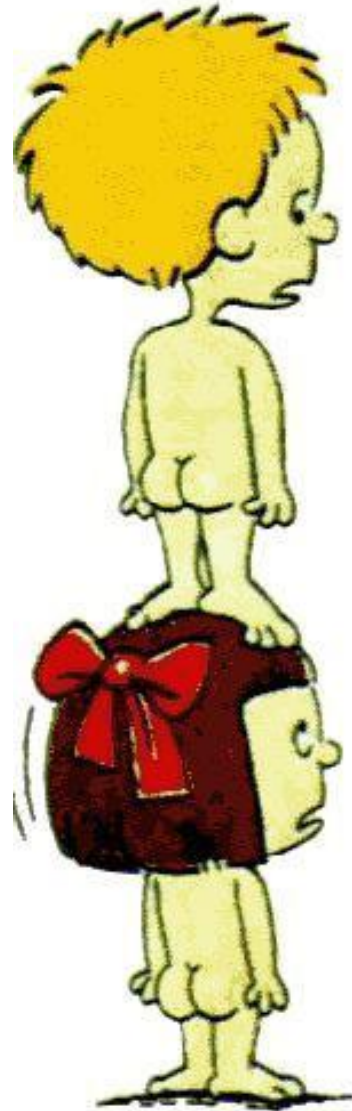
Be aware...

We are educating children and young people to live in the real world, with all its contradictions

When it comes to sex, children's heads are probably not empty – but they may be full of myths and half-truths

We mustn't let our adult knowledge of relationships and sex prevent us seeing things from a child's perspective

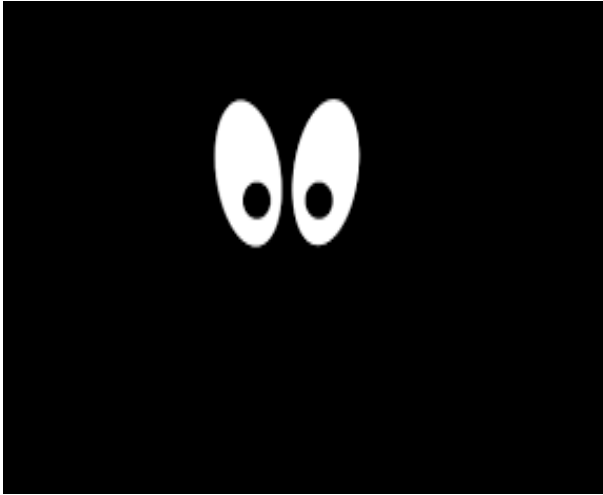
Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats



**OK, so we've
taken off our clothes
and I'm on top of you...
how long before we
get that orgasm thing?**

**I don't know
but now I understand
why Mummy has
a headache
all the time!**

If RSE is so important, which approaches are best?



Which teaching approaches to RSE do these pictures represent?



Is there a
better way?

Would accurate information at the right
age and stage of development, coming
from school AND home, be a better way?



Relationships Education

What should children know about relationships and why?

1. What a positive, healthy, caring, safe relationship looks and feels like
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe
3. How to make and maintain positive relationships

(Online and offline relationships)



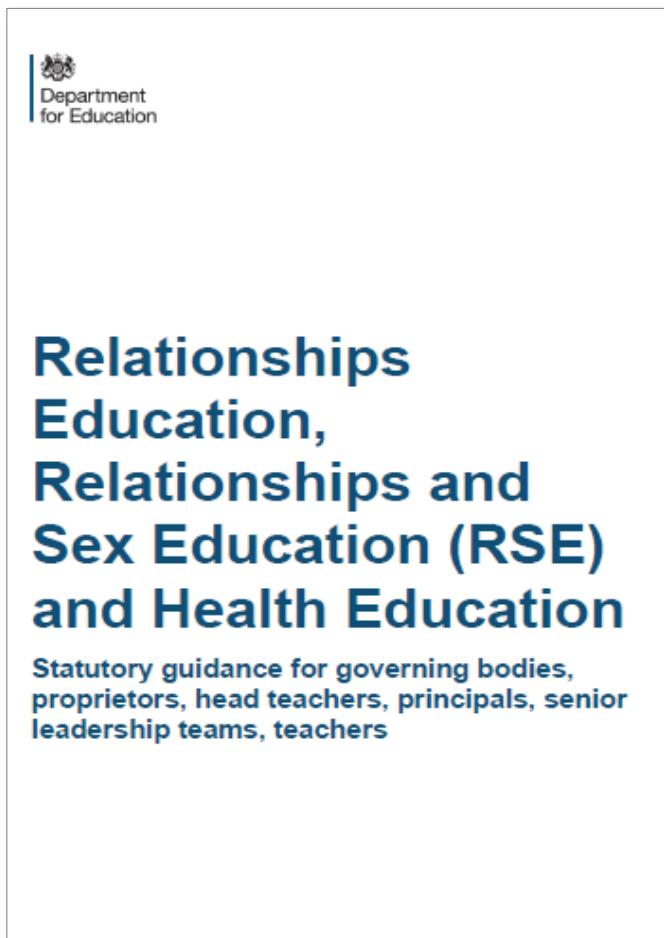
What does the government (England) say is the aim of Relationships Education?

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....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 Guidance on Relationships Education, Sex Education and Health Education 2019



Compulsory status of RSE and Health Education



In 2017 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from **Sept 2020**.

Supported by over 100 organisations, including Public Health England, Teaching Unions, NCB, etc)

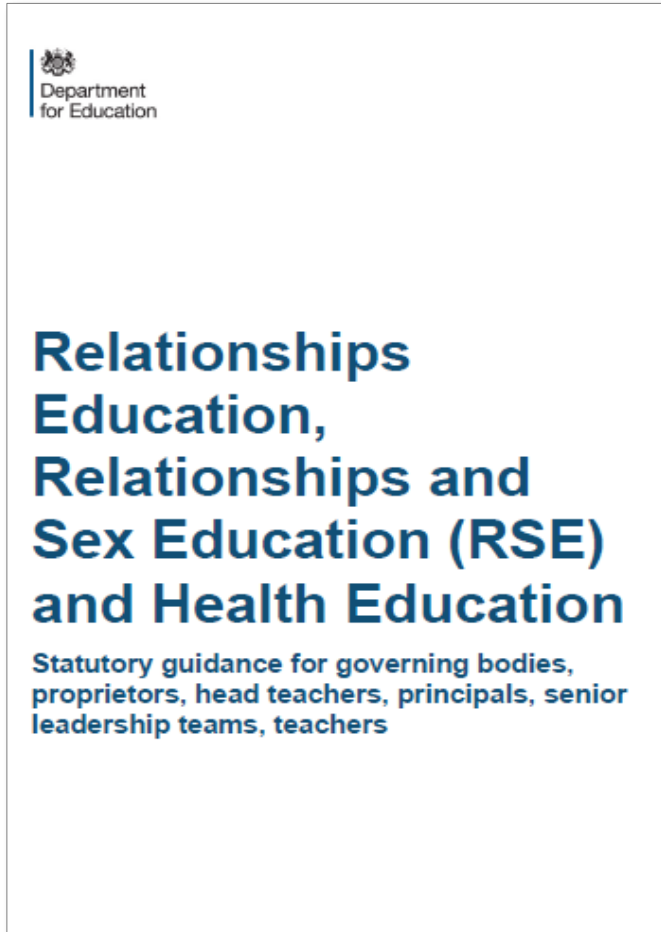
Ratified by House of Lords 24 April 2019

Jigsaw meets all the expectations of the DfE guidance (published April 2019)

...as long as it is delivered fully and well.



What have schools got to teach?



PRIMARY

RELATIONSHIPS EDUCATION IS COMPUSLORY

HEALTH EDUCATION IS COMPULSORY

But Sex Education is at school's discretion

SECONDARY

RELATIONSHIPS EDUCATION IS COMPULSORY

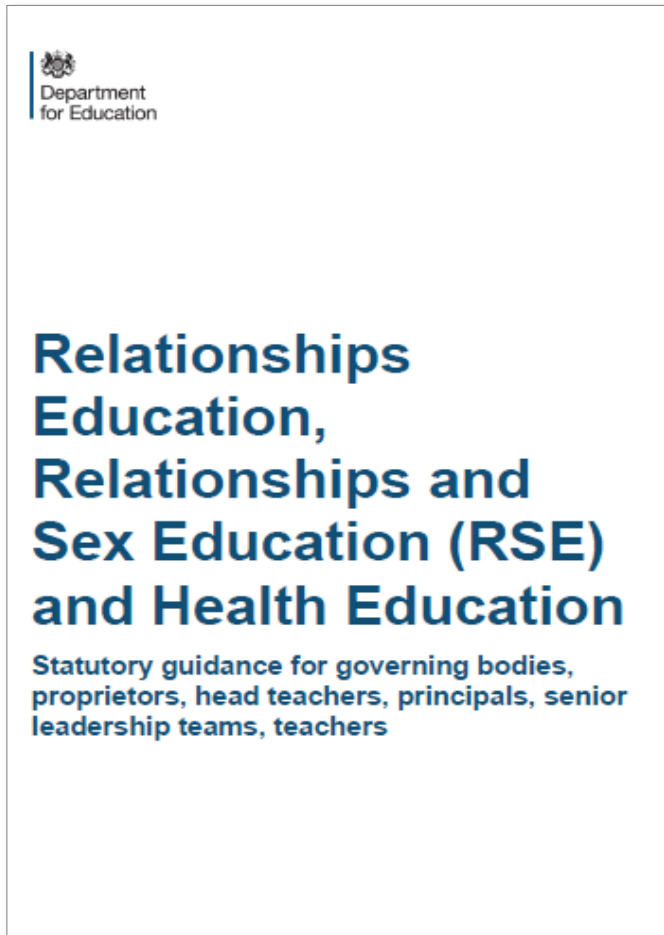
SEX EDUCATION IS COMPULSORY

HEALTH EDUCATION IS COMPULSORY

Guidance does not apply to: Sixth Forms colleges, 16-19 academies or FE colleges



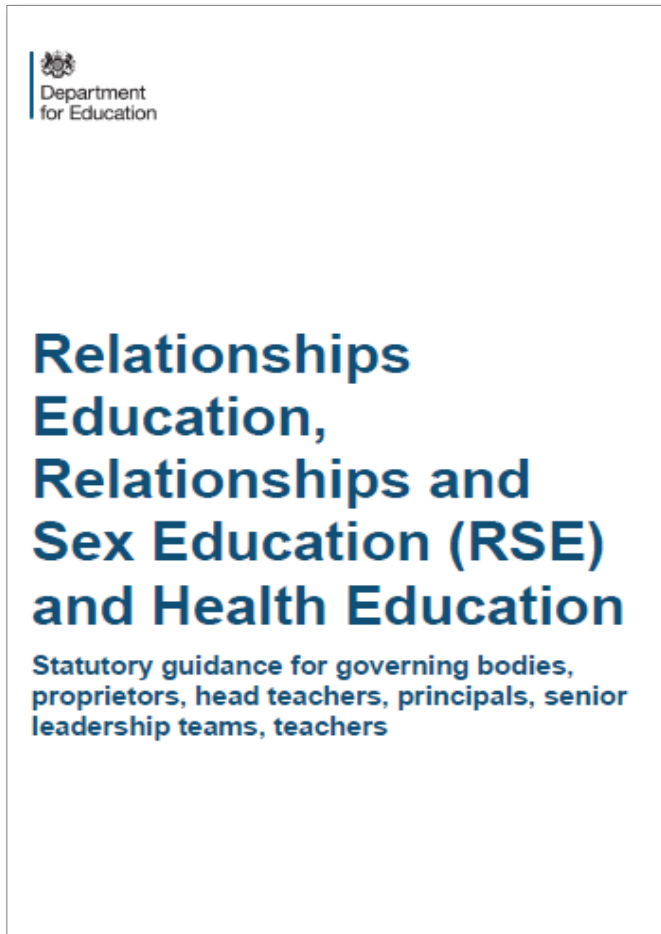
What are the expectations for Primary Health Education?



- 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 (Puberty)



What are the expectations for Primary Relationships Education?



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



LGBT+ Equality

What the DfE RSHE guidance says

‘Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).’ - Para 27 page 13

‘Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.’ - Para 31 page 13



Sex Education is discretionary at Primary... what exactly does the guidance say?

The Department continues to *recommend* that *all* primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils... drawing on knowledge of the human life cycle set out in National Curriculum Science - how a baby is conceived and born'



Science and Sex Education at KS1

Science 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



Science and Sex Education at KS2

Science Key Stage 2

- describe the differences in the **life cycles of a mammal**, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- **learn about the changes experienced in puberty**



September 2020 onwards in Primary Schools (England)

After September 2020,

Legally:

1. Schools **MUST** teach the Science curriculum
2. The DfE guidance 2019 states that Relationships and Health Education (including changing adolescent body) are compulsory

Plus...

a **'recommendation'** that all schools have a Sex Education Programme

How schools do this is left up to them.



Keeping children SAFE

Ignorance does not protect innocence...
and may make children vulnerable.

PSHE (Personal, Social, Health Education) including Relationships Education, Health Education and Sex Education aims to keep children safe.



Can parents
withdraw their
children from RSE?

From September
2020...

(Government guidance 2019
page 17)

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE”.

NOT from Relationships or Health Education.

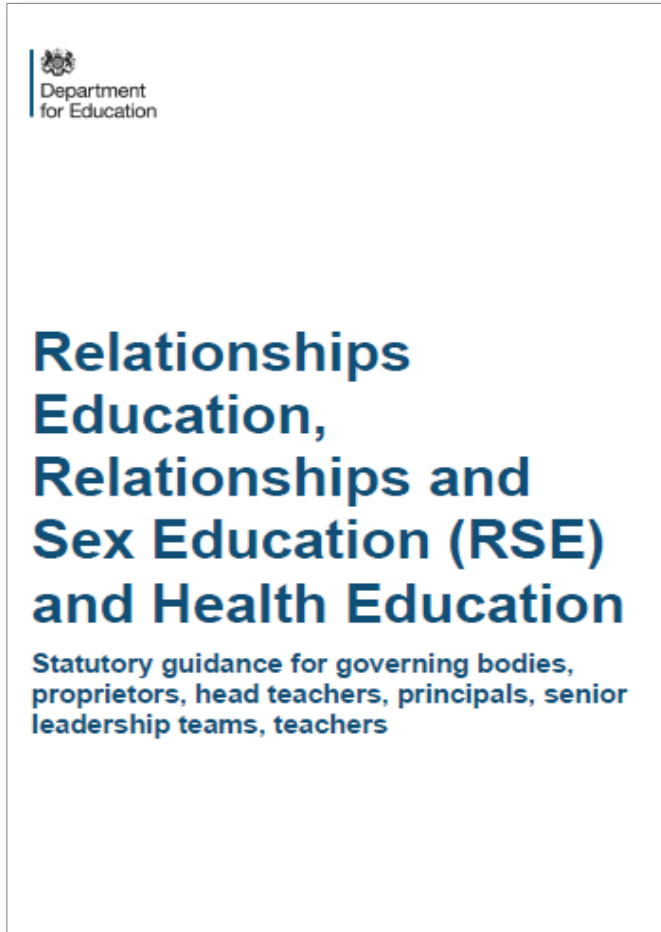
So, this session is to inform you of what this school defines as Sex Education,

what we intend to teach in RSHE and why...

...so you can make this decision.



What are the expectations for Primary 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 (Puberty)



We define
Sex Education as...

Human reproduction...
Conception and birth



So, what, where, when and how do we do this...





What is Jigsaw?



The mindful approach to PSHE

A whole-school PSHE Programme comprising:

- A comprehensive and completely original scheme of work (lessons) for ages 3 to 16
- PSHE (Personal, Social, and Health Education) includes statutory Relationships and Health Education
- A detailed weekly lesson plan for all year groups, including all teaching resources
- The Jigsaw Approach, underpinned by mindfulness
- Assemblies, Jigsaw Friends, Jigsaw Chimes, original music and songs, Jigsaw Jerrie Cat



Whole-school approach from 3-16

Being Me in My World

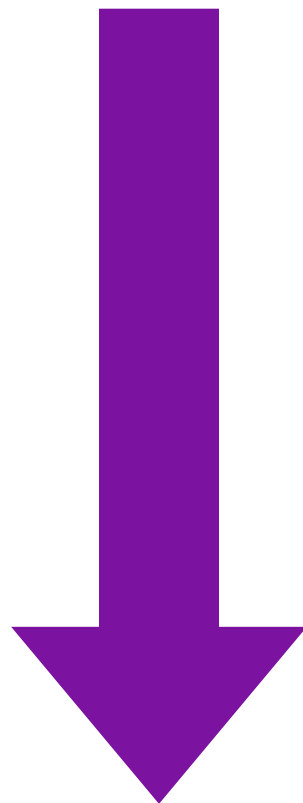
Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me



- Relationships
- Values
- Mental health
- Self-esteem
- Social skills
- Safeguarding inc.
Internet safety
(Golden Threads)



Relationships, Puberty and Reproduction in Jigsaw 3-11



Relationships

Families
Friendships
Love and Loss
Memories
Grief cycle
Safeguarding and keeping safe
Attraction
Assertiveness
Conflict
Own strengths and self-esteem
Cyber safety and social networking
Roles and responsibilities in families
Stereotypes
Communities



Changing Me

- * Life cycles
- * **How babies are made**
- * My changing body
- * **Puberty**

Growing from young to old / Becoming a teenager
Assertiveness
Self-respect
Safeguarding
Family stereotypes
Self and body image
Attraction
Change / Accepting change
Looking ahead / Moving class/schools



Relationships, Puberty and Reproduction in Jigsaw 3-11



Relationships



Changing Me

- * Life cycles
- * **How babies are made**
- * My changing body
- * **Puberty**

Growing from young to old / Becoming a teenager

Assertiveness

Self-respect

Safeguarding

Family stereotypes

Self and body image

Attraction

Change / Accepting change

Looking ahead / Moving class/schools



Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

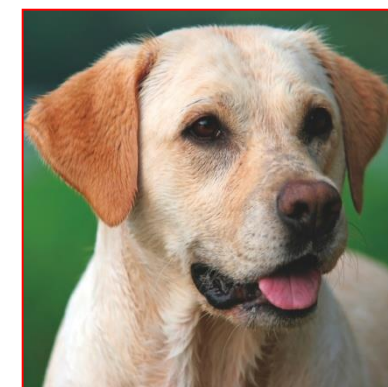
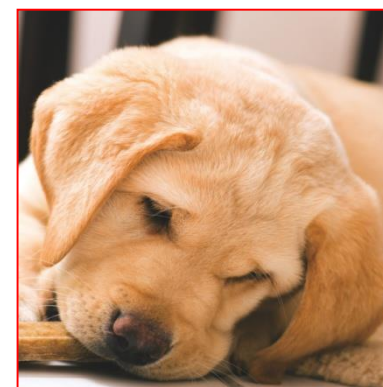
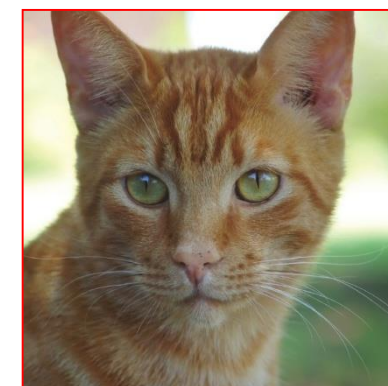
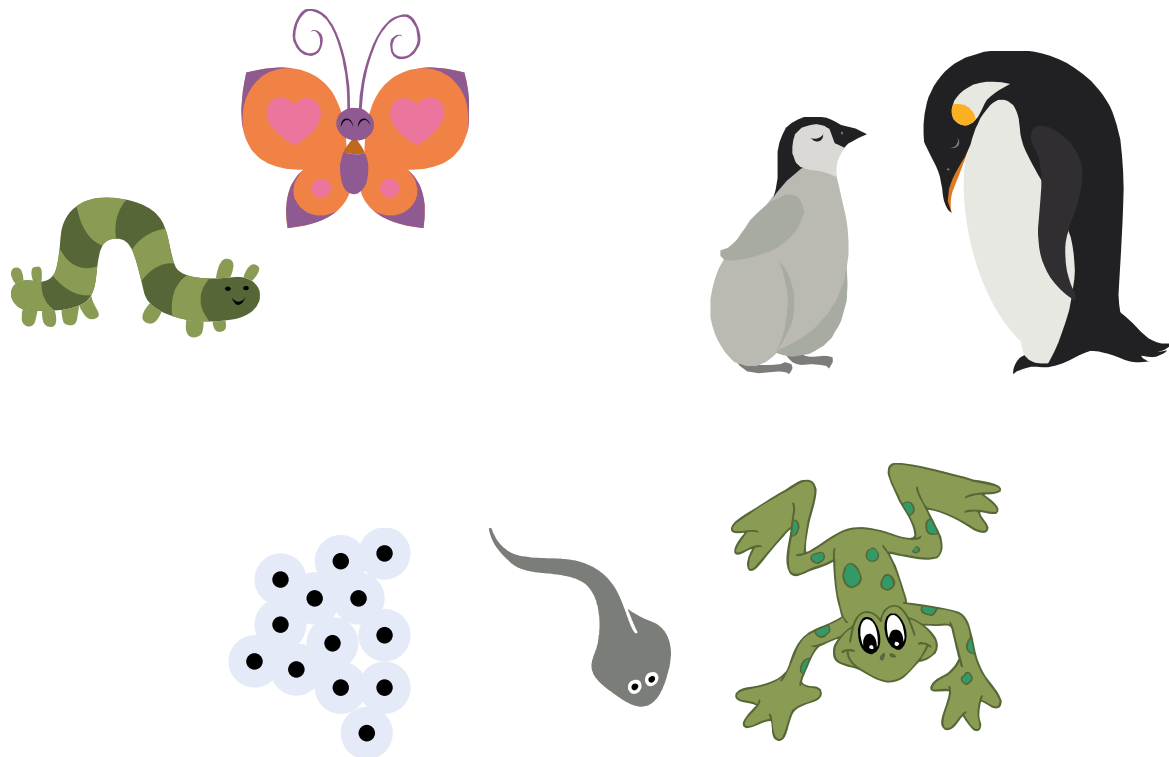
| | | |
|----|-------------------------|--|
| FS | Growing Up | How we have changed since we were babies |
| Y1 | My changing body | Understanding that growing and changing is natural and happens to everybody at different rates |
| | Boys' and girls' bodies | Appreciating the parts of the body that make us different and using the correct names for them |
| Y2 | The changing me | Where am I on the journey from young to old, and what changes can I be proud of? |
| | Boys and girls | Differences between boys and girls – how do we feel about them? Which parts of me are private? |
| Y3 | Outside body changes | How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them |
| | Inside body changes | How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems) |



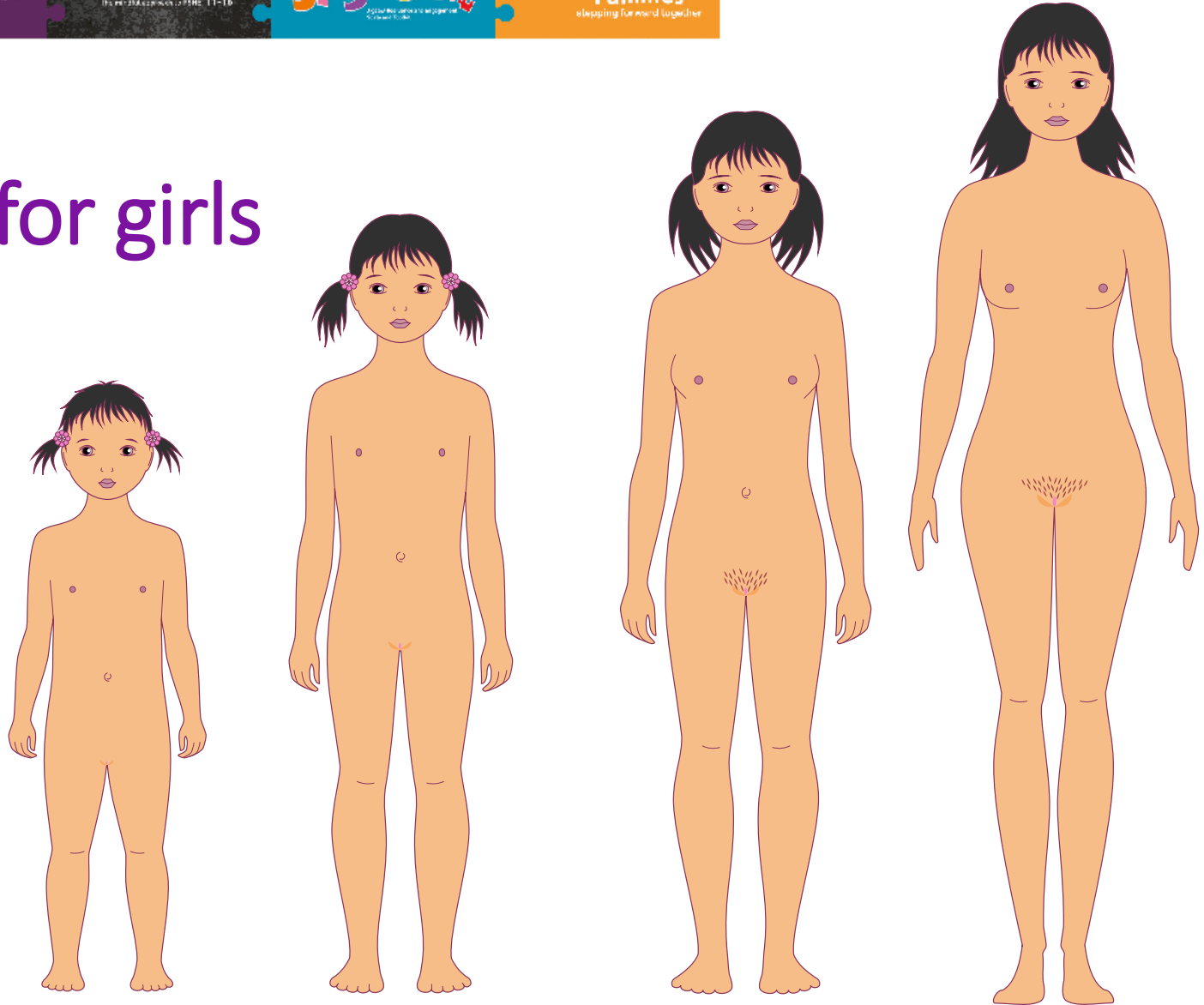
Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

| | | |
|----|----------------------------|--|
| Y4 | Having a baby | The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System) |
| | Girls and puberty | How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System) |
| Y5 | Puberty for girls | Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System) |
| | Puberty for boys | Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System) |
| | Conception | Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems) |
| Y6 | Puberty | Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems) |
| | Girl talk / boy talk | A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems) |
| | Conception to birth | The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems) |

Some example materials from Jigsaw – younger children

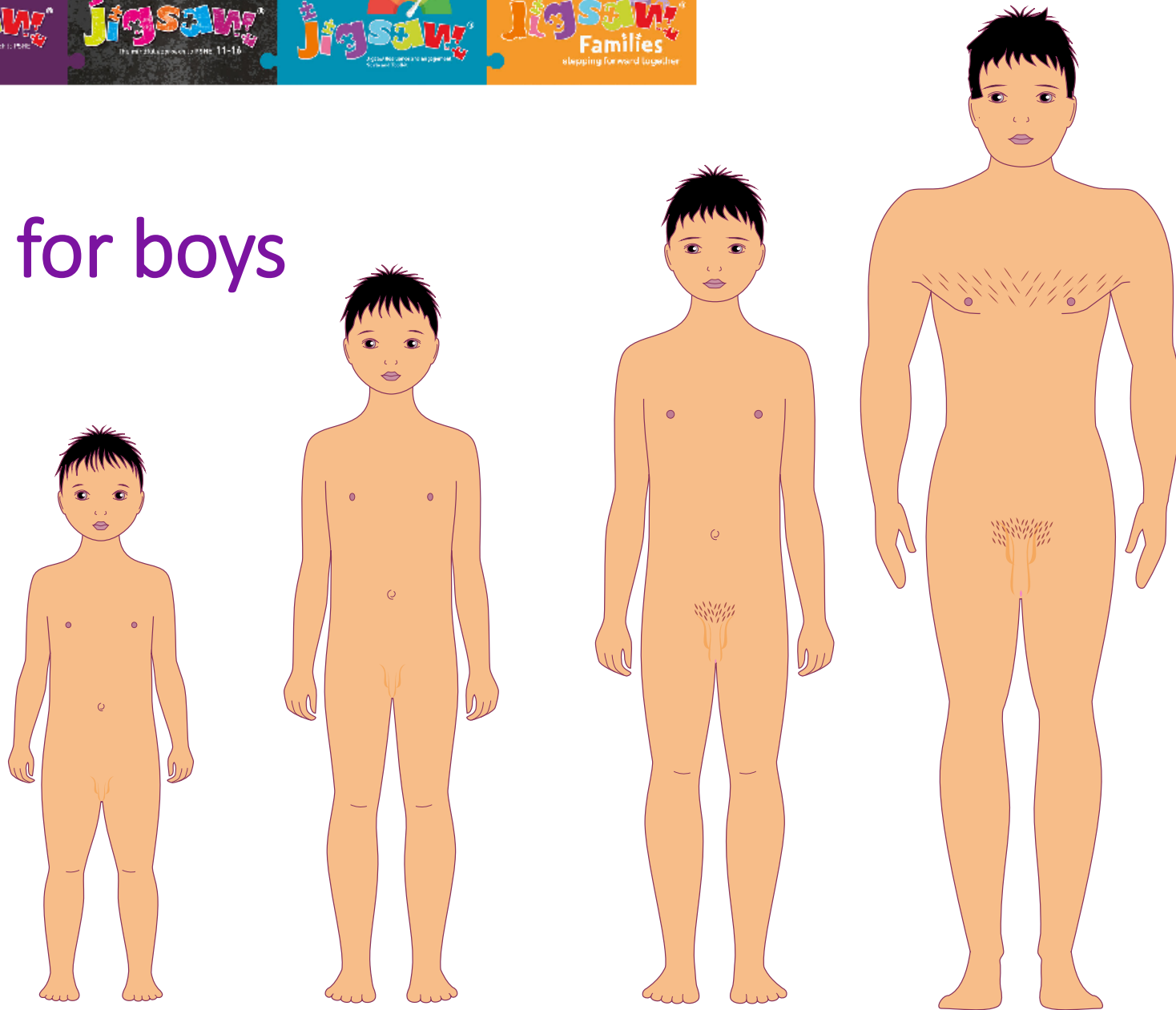


KS2 resource - outside changes for girls

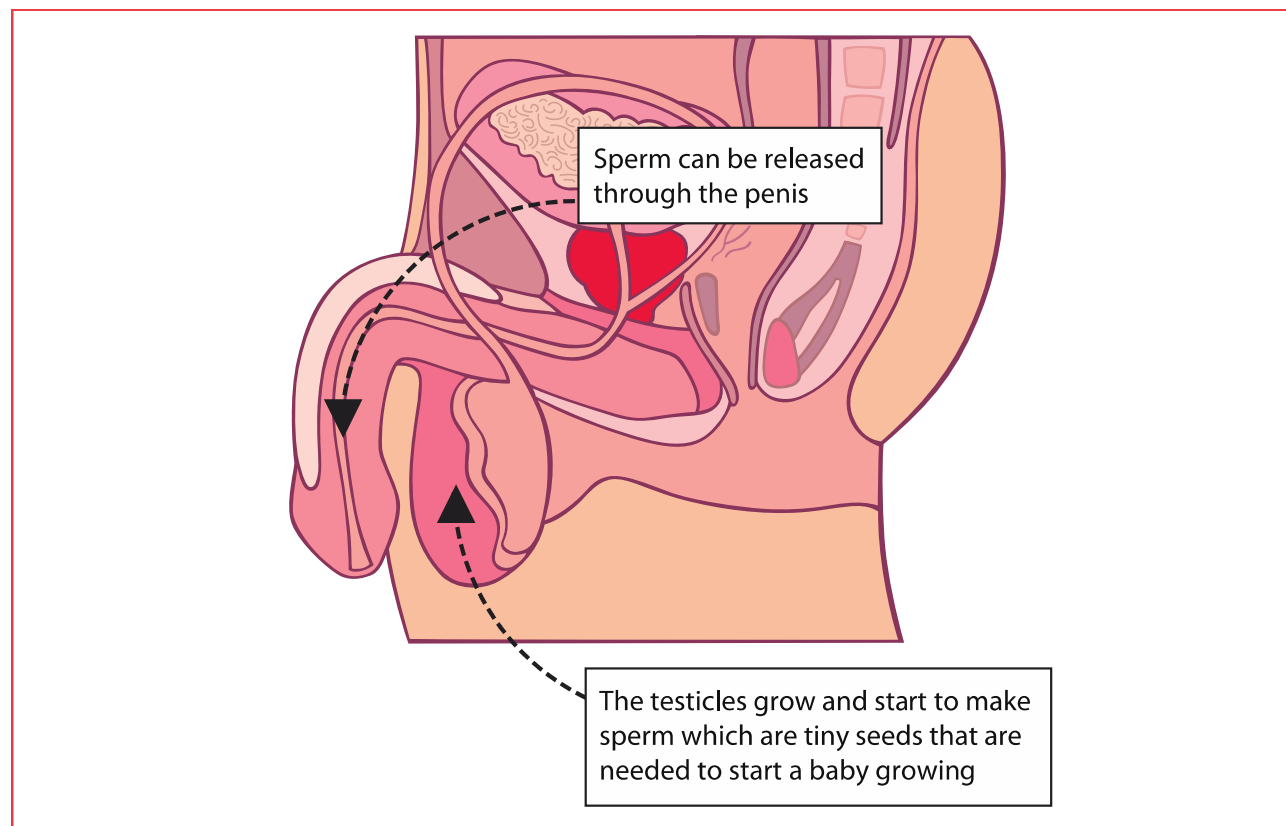


KS2 resource

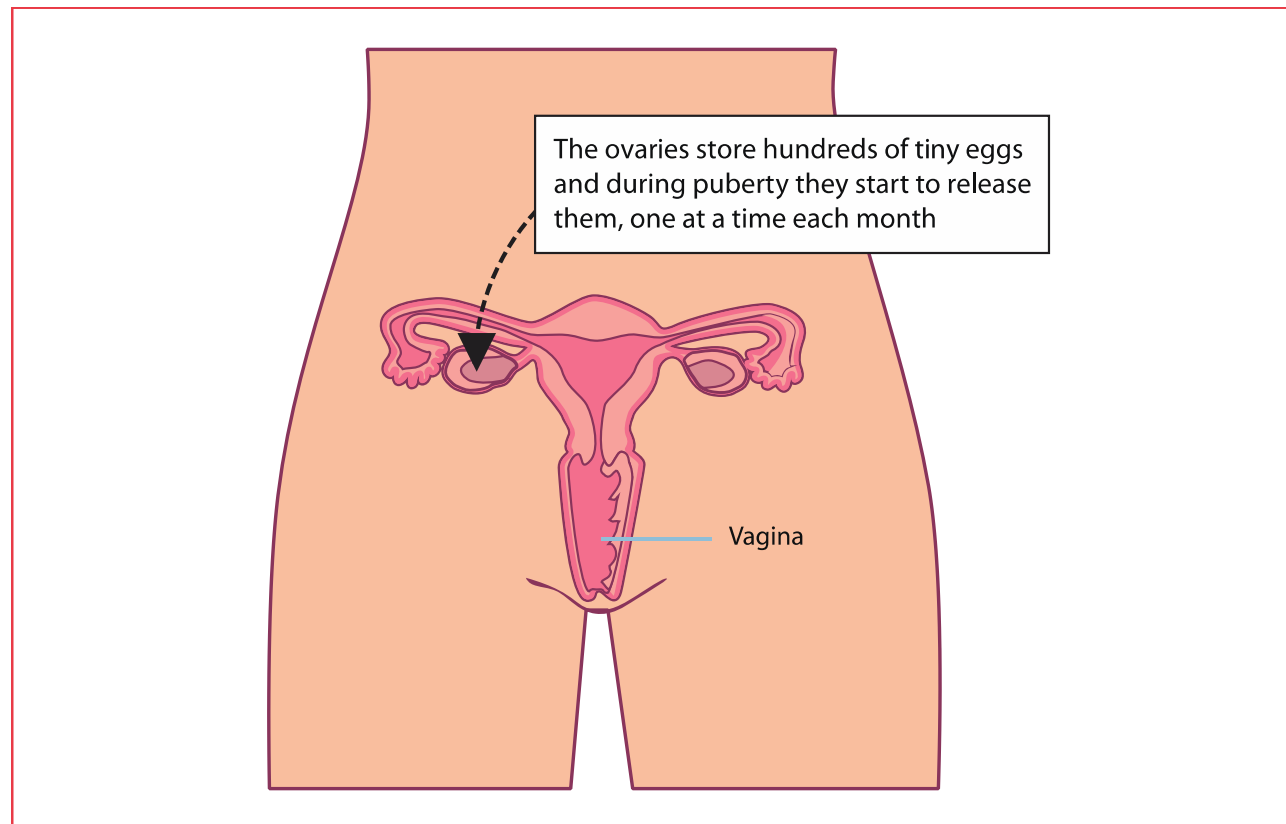
- outside changes for boys



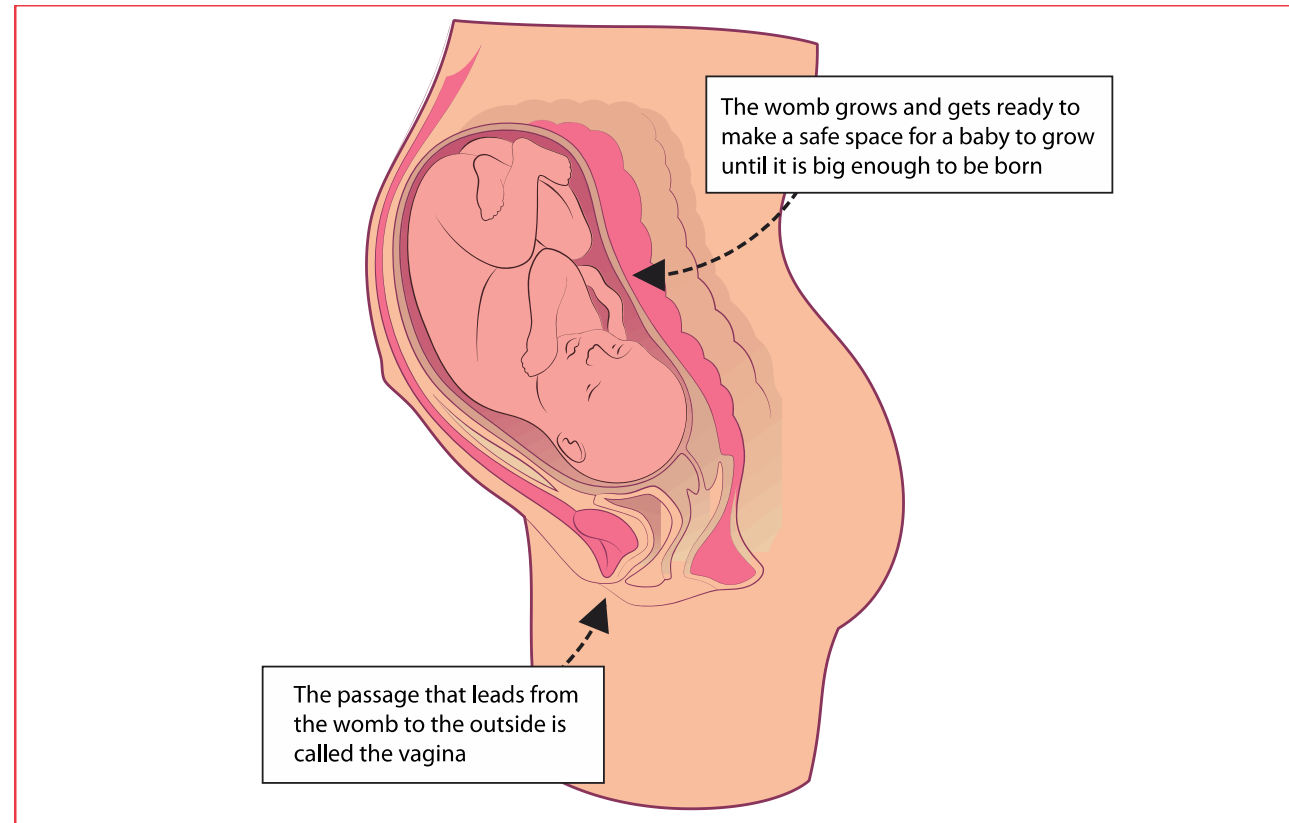
Example of one of the KS2 resources - inside body changes for boys



Example of one of the KS2 resources - inside body changes for girls

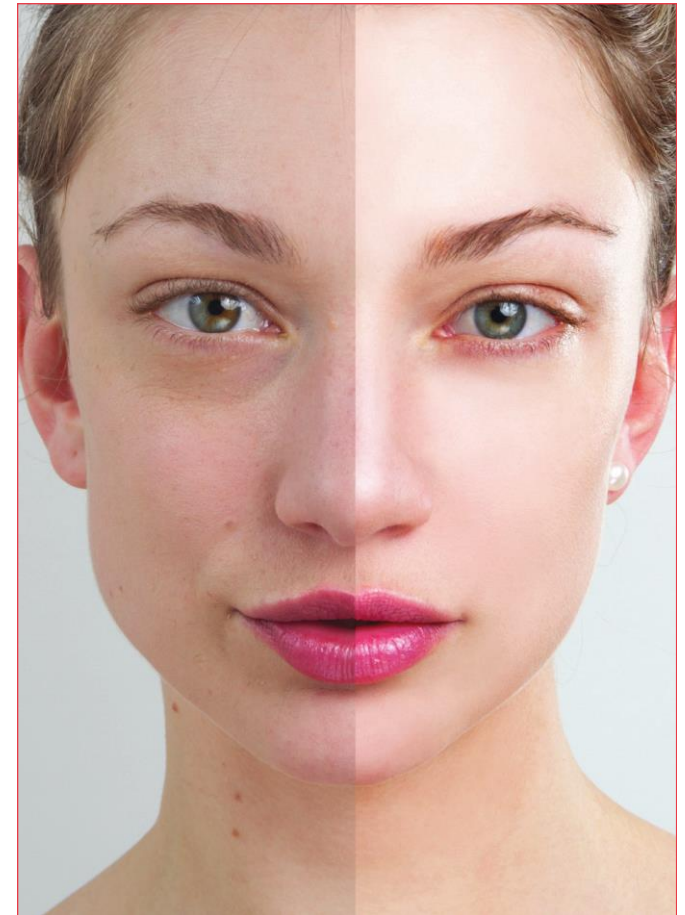


Example of a KS2 resource - conception and childbirth





Example of a KS 2 resource - body image and self esteem/exploring the impact of social media on mental health



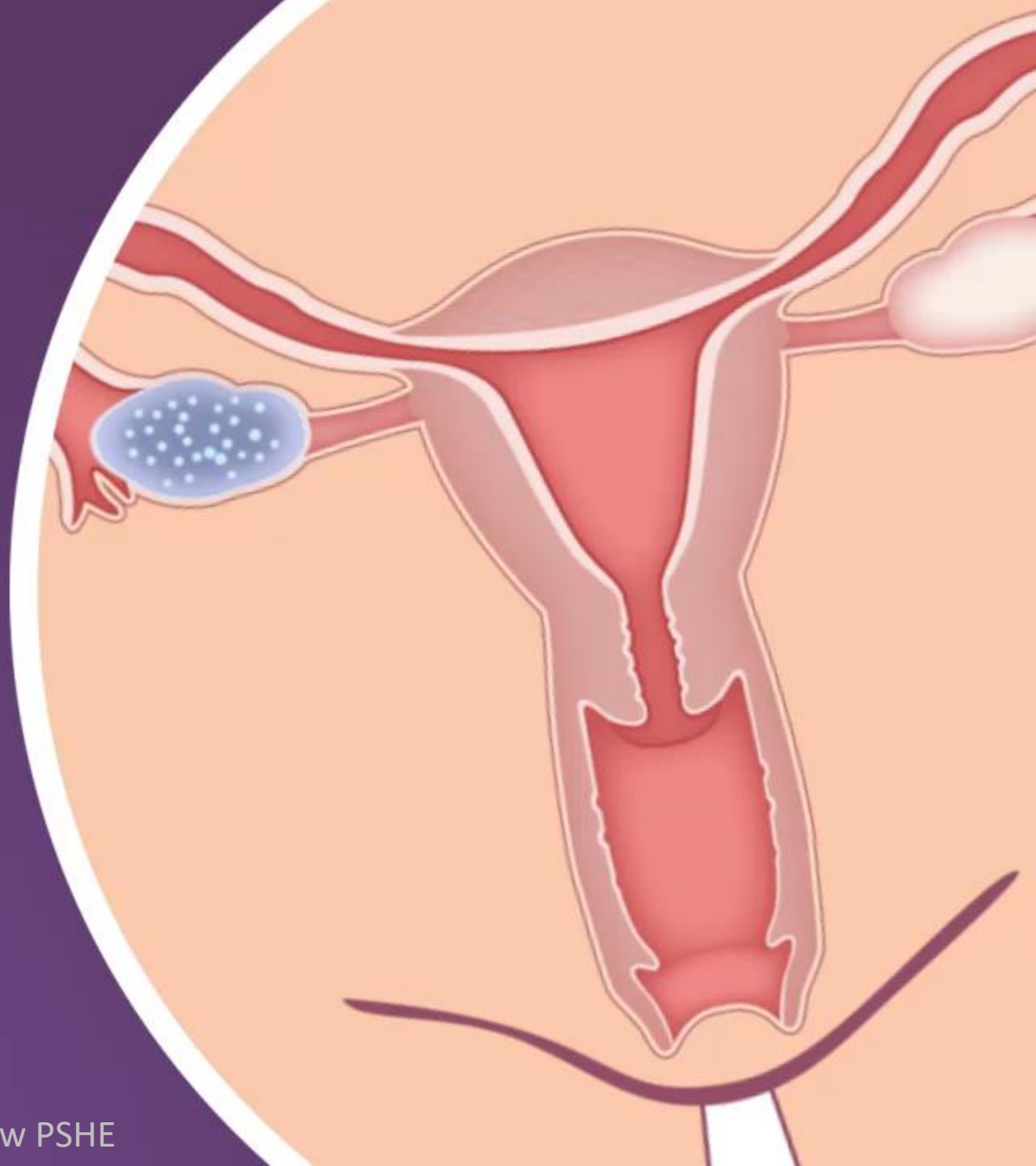
Introducing

The Male Reproductive System



Introducing

The Female Reproductive System





Relationships

Families
Friendships
Love and Loss
Memories
Grief cycle
Safeguarding and keeping safe
Attraction
Assertiveness
Conflict
Own strengths and self-esteem
Cyber safety and social networking
Roles and responsibilities in families
Stereotypes
Communities



Changing Me

Example of a relationships resource for KS1





How Jigsaw teaches about different families in Y1





How Jigsaw teaches about different families in Y1

Celebrating Difference

'Family' Pictures PowerPoint Slides 1-12 - Ages 7-8 - Piece 1



Celebrating Difference

'Family' Pictures PowerPoint Slides 1-12 - Ages 7-8 - Piece 1





How Jigsaw teaches about inappropriate contact in Y2

Relationships
Different Types of Contact PowerPoint Slides 1-8 - Ages 6-7 - Piece 2



Lesson starts with a Connect Us tracing game - where pupils trace letters on each other's hands with their finger

Then paired work - how touch is used as a form of communication - good and bad ways

Children are shown the PowerPoint and discuss how kind and bad touches make us feel. Teacher also asks for strategies if someone is experiencing a touch they don't like.

Individual work, children draw around their hand and write on the handshape what touches they like/ don't like and why.

Teacher notes stress to follow safeguarding procedures if disclosures are made.



Relationships

Jealousy PowerPoint Slides 1-3 - Ages 8-9 - Piece 1

Marcus is popular and has a big friendship group. Ahmed wishes he could be the same.

Grace is going to Disney World for her holiday. Jamie isn't going on holiday this year.



Amy usually plays with Becky, but today she wants to play with a different friend.

Olivia always looks good in her selfies. Emily hates taking selfies of herself because she thinks she looks fat.





Solve it together

'Solve it together' Technique

Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem

Step 2 - Hearing both sides of the problem

Each child has the chance to say what he/she thinks happened.

Step 3 - Sharing feelings

Each child has the chance to say how he/she feels about the situation.

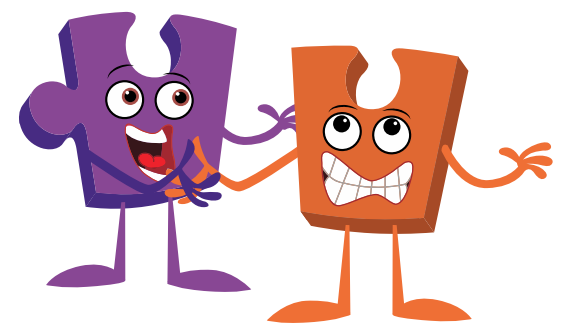
Then each child has a chance to say how he/she thinks the other person might be feeling.

Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.

Step 5 - The agreement

The children choose a solution and shake hands.





Boyfriends and girlfriends Y6

As part of this lesson on boyfriends and girlfriends children sort these cards into Should/Shouldn't piles

They also discuss reasons why people choose to have a romantic relationship when older

Changing Me Should I/Shouldn't I? Cards - Ages 10-11 - Piece 4

| | | | |
|--|--|---|---|
| Have a boyfriend/girlfriend at the age of 10 | Text 'I love you' to your boyfriend/girlfriend | Sulk until you get what you want from your boyfriend/girlfriend | Make fun of somebody's looks and say they'll never get a boyfriend/girlfriend |
| Chat to your parents about a boyfriend/girlfriend worry | Criticise yourself for not having a boyfriend/girlfriend | Send a 'sexy' photo or text to prove you love somebody | Have a boyfriend/girlfriend at the age of 15 |
| Tell someone that you'll only go out with them if they do something you want | Chat to a friend about a boyfriend/girlfriend worry | Accept other people's compliments about you | Look online for advice about boyfriend/girlfriend problems |
| Send a horrible message back if your girlfriend/boyfriend sends you a horrible message | Be assertive if you don't want to do something that could hurt you or someone else | Try to be a grown up before you are ready | Not wanting to have a boyfriend/girlfriend |



And the new Ofsted framework (May 2019)

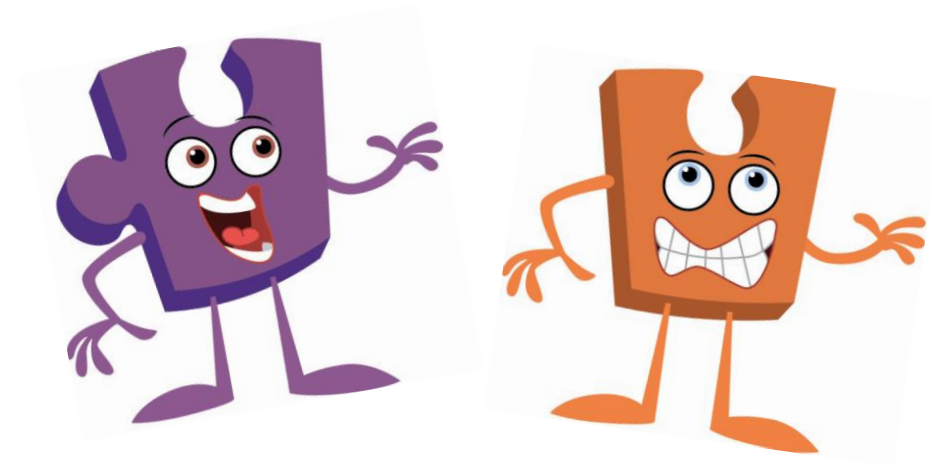


Judgements:

- Overall effectiveness and
- x4 key judgements ...
 1. Quality of education
 2. Behaviour and attitude
 3. **Personal development**
 4. Leadership and management

Safeguarding





Any questions?



Thank you!

www.jigsawpshe.com