

RSE

Relationships, and Sex Education

Information for Parents and Carers

The Government Definition of RSE

- “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.” IT IS NOT ABOUT THE PROMOTION OF SEXUAL ACIVITY – *this would be inappropriate teaching.*

Sex Education???

- Mis-named...and misleading
- Sex Education is not really about sex!
- Government emphasis is on Relationships and Health Education!
- It is also about safety and giving our children tools to be safe in the world.
- 'Sex Education' at primary school *only includes*:
 1. Puberty
 2. Human reproduction
- and not all of this covers all year groups!

Aims

To provide the context, principles and practice for teaching high quality Relationships and Sex Education

To become familiar with the materials and approach

To experience and share some interactive teaching/learning techniques

YOUR RIGHT TO WITHDRAW

- Parents' rights to withdraw a child from SRE
- Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).
- This will not be the case from September 2021 where most objectives become statutory.

Why do we need RSE?

- Surveys of children and young people, as well as OFSTED, have repeatedly told us that RSE tends to be “too little, too late and too biological.”
- Research consistently shows that effective RSE delays first sexual experience and reduces risk taking.
- Research shows most parents say they want the support of schools in providing RSE for children.

What are the aims of RSE?

Four main aims for teaching RSE with in the context of primary school

In PSHE:

- To enable young people to understand and RESPECT their bodies and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age and development (respect for self and others)
- To support young people to have positive self esteem and body image and to understand the influences and pressures around them
- To empower them to be safe and safeguarded.

Keeping Children Safe

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

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

RSE in Jigsaw FS-Y3

Sex Education in the Jigsaw PSHE programme		
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)

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

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

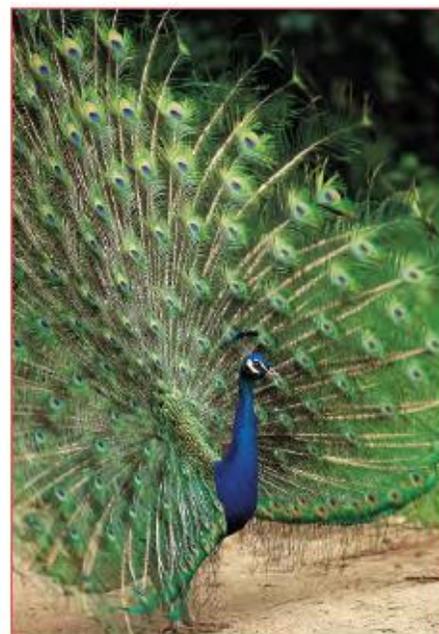
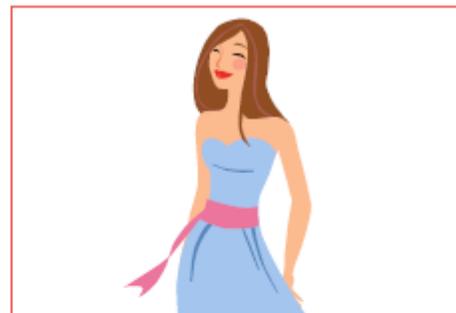
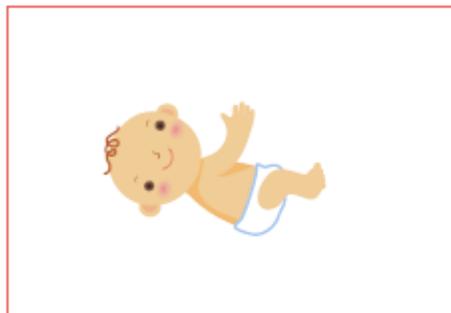
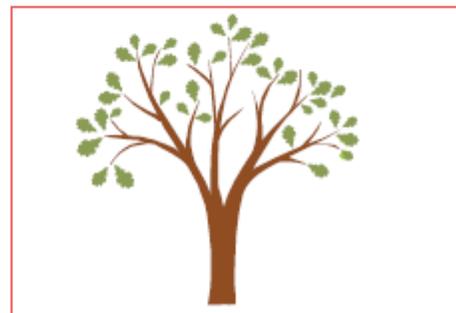
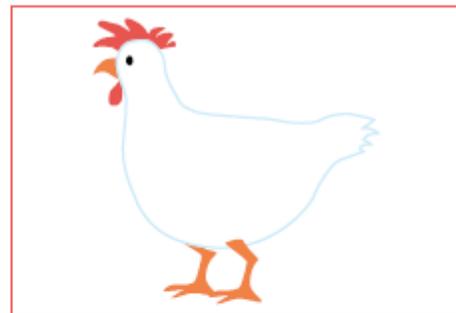
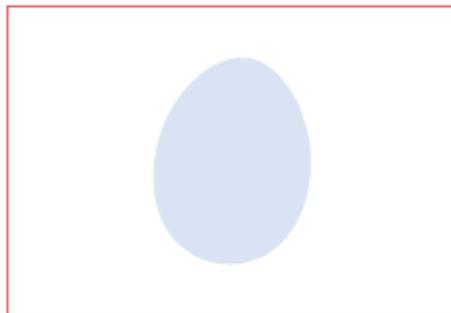
Attraction

Change / Accepting change

Looking ahead / Moving/transition to secondary

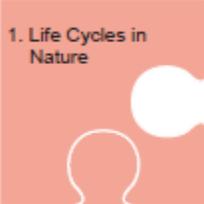
Puzzle 6 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create a Tree of Change display	Resources
Pieces		
1. Life Cycles	<p>I am starting to understand the life cycles of animals and humans</p> <p>I understand that changes happen as we grow and that this is OK</p>	Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Song sheet: 'Changing as I grow' BBC Learning Clip: 9463 Frogs, Teacher's photos: series of photos from baby to adult, Life cycle cards, Jigsaw Journals.
2. Changing Me	<p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Life cycle cards, Paper for concertina book, Jigsaw Journals.
3. My Changing Body	<p>I can tell you how my body has changed since I was a baby</p> <p>I understand that growing up is natural and that everybody grows at different rates</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children, Jigsaw Journals.
4. Boys' and Girls' Bodies Assessment Opportunity ★	<p>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</p> <p>I respect my body and understand which parts are private</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Male/female animal Powerpoint, PE hoops or flipchart paper, Body parts cards and Powerpoint, Jigsaw Journals .
5. Learning and Growing	<p>I understand that every time I learn something new I change a little bit</p> <p>I enjoy learning new things</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Song sheet: 'Changing as I grow', Picture cards, Flower shape and petals for flipchart, Flower template, Photos of the children, Jigsaw Journals.
6. Coping with Changes	<p>I can tell you about changes that have happened in my life</p> <p>I know some ways to cope with changes</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Book: 'Moving Molly' by Shirley Hughes, Bag of items for Changes Game, Jigsaw Journals.

Year One Puzzle Overview



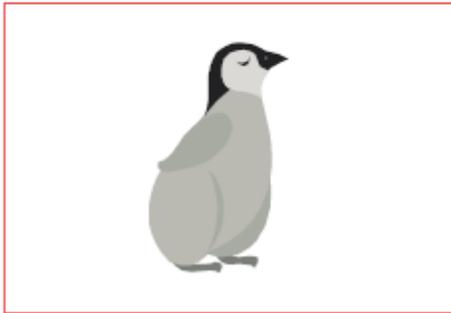
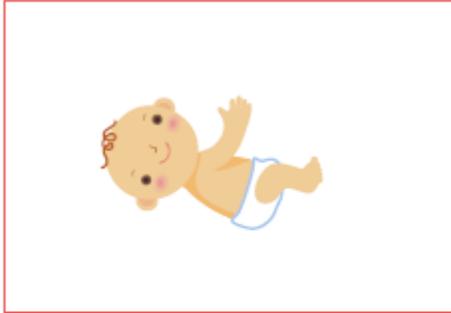
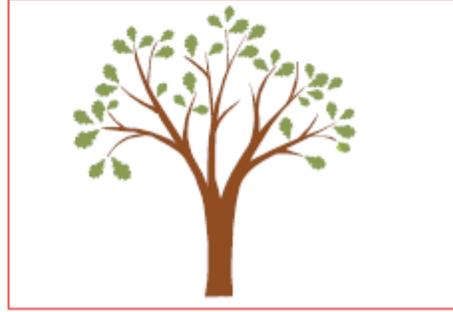
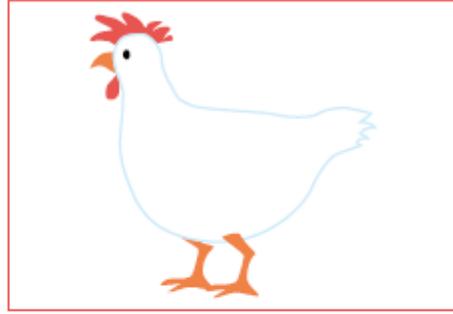
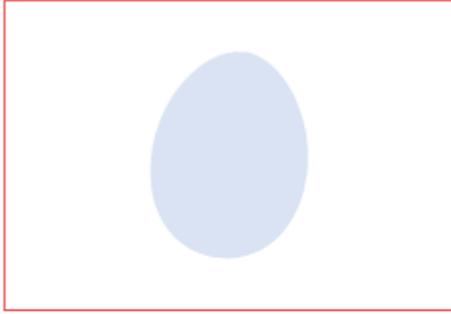
CHILDREN'S DEVELOPMENT



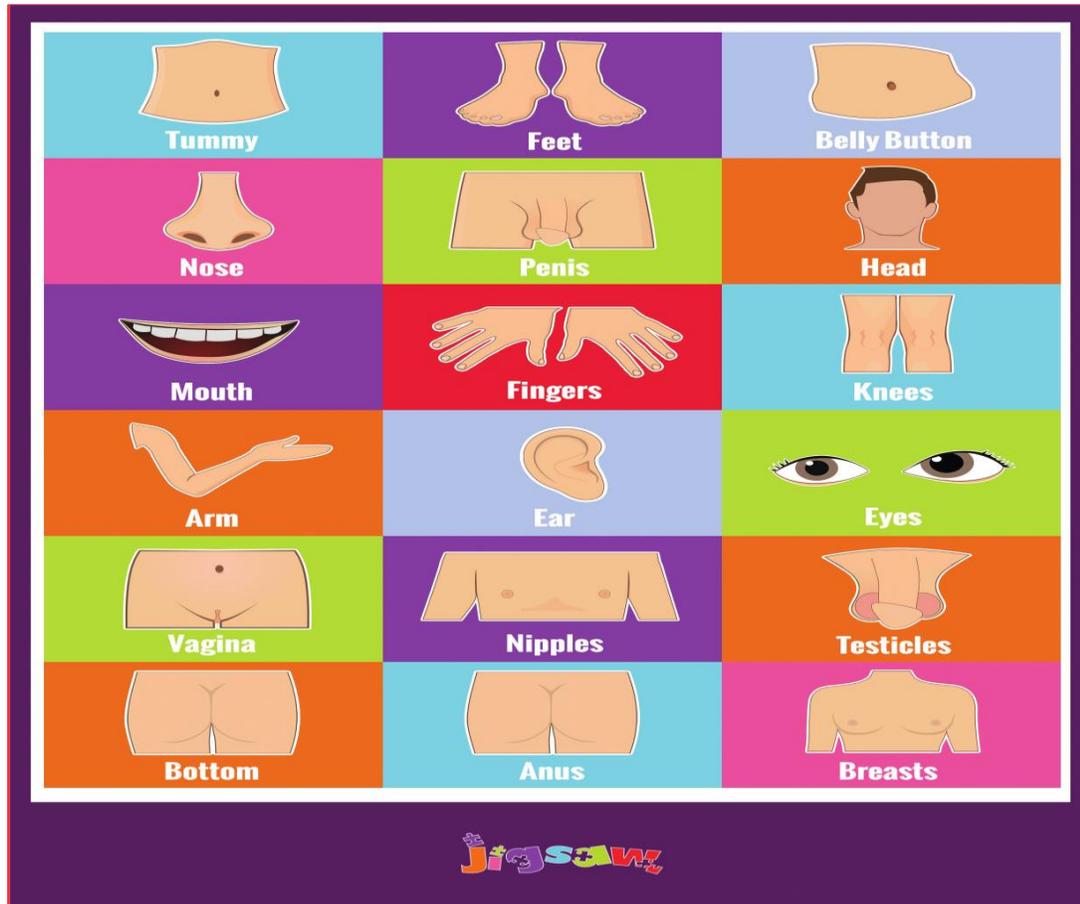
Puzzle 6 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create a Tree of Change display	Resources
Pieces		
1. Life Cycles in Nature 	I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this	Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Jo, Jigsaw Song sheet: 'Changing as I grow', BBC Learning clip: 2250, An introduction to life cycles, Jigsaw Journals.
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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jo, PowerPoint - young to old, Book: 'My Grandpa is Amazing' by Nick Butterworth, Photos from home of a grandparent as a child and now, Card leaf templates A4 size - one per child, Jigsaw Journals.
3. The Changing Me 	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Book: 'Titch' by Pat Hutchins, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up, Timeline template, Jigsaw Journals.
4. Boys' and Girls' Bodies Assessment Opportunity ★ 	I can 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 I can tell you what I like/don't like about being a boy/girl	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Flipchart paper, Body parts cards and PowerPoint, A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Jigsaw Journals.
5. Assertiveness 	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk), Teddy bear, Poem: 'What About You?', Alternative book: 'Hug' by Jez Alborough, Jigsaw Journals.
6. Looking Ahead 	I can identify what I am looking forward to when I am in Year 3 I can start to think about changes I will make when I am in Year 3 and know how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Two visiting Year 3 pupils, Card leaf templates, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

Year Two Puzzle Overview

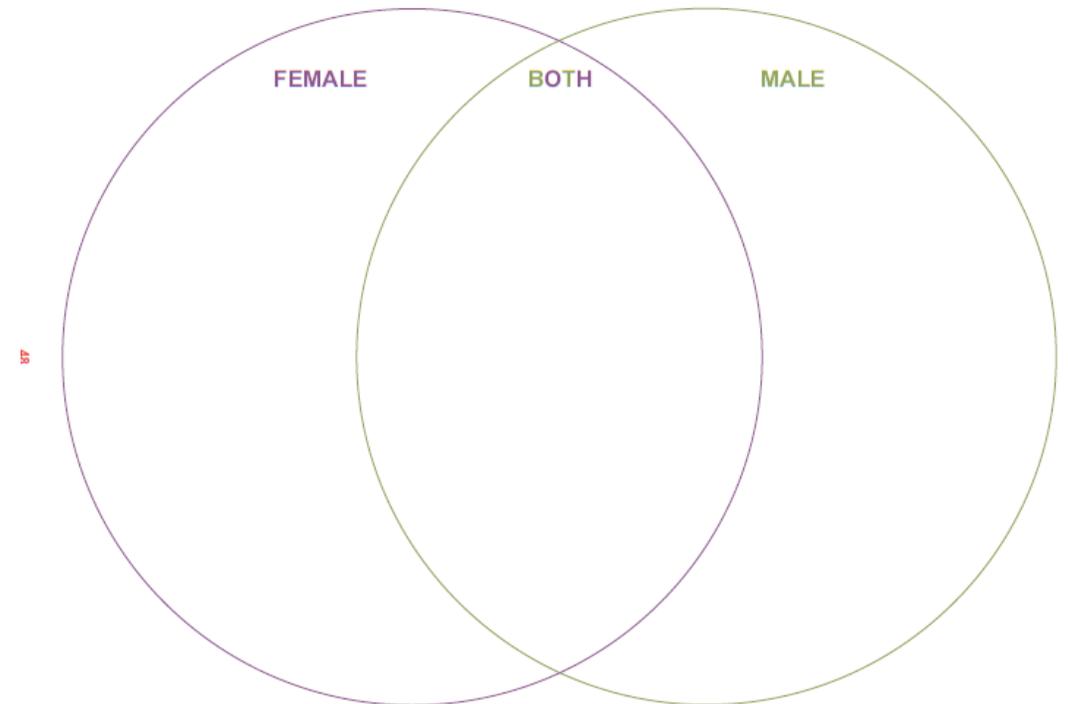
Find Your Pair - Year 1 - Piece 1



Materials that may be used in Year 2

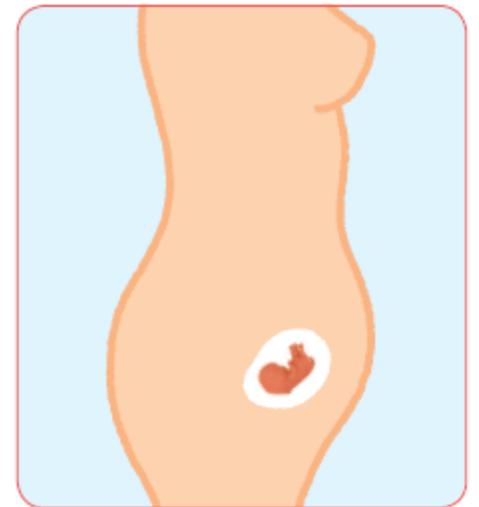
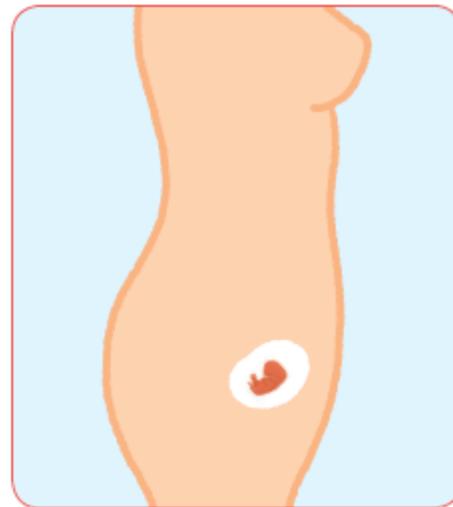
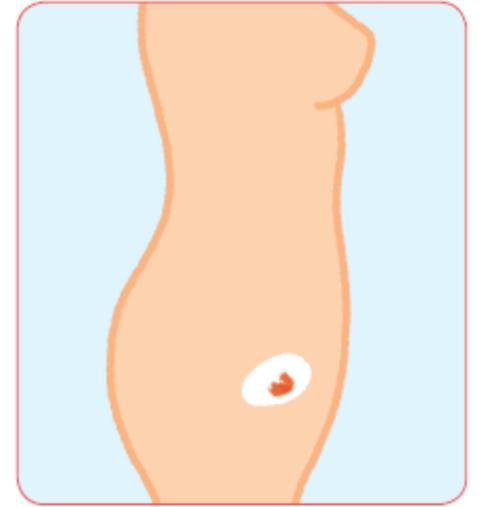
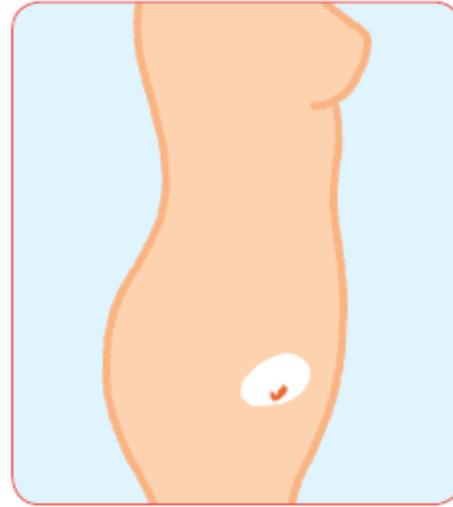


- Correct terminology used
- Just naming body parts in Year 1 and 2



Puzzle 6 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create a Tree of Change display	Resources
Pieces		
1. How Babies Grow 	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	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint slides - Babies, Jigsaw Jino, Visiting mum and baby (if possible) OR new baby pet pictures OR book: 'My New Baby' by Anne Kubler, Jigsaw Journals.
2. Babies 	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Baby PowerPoint - slides, Post-it notes, Flip chart paper, Book: 'My Baby Sister' by Emma Chichester Clark, Jigsaw Jino, Magazines/catalogues showing things for babies, Jigsaw Journals.
3. Outside Body Changes 	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	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, 'My Life, My Changes' sheet, Jigsaw Journals.
4. Inside Body Changes Assessment Opportunity ★ 	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	Jigsaw Chime, 'Calm Me' script, Parent/Child cards, PowerPoint slides: Body Changes from Piece 3, PowerPoint slides: Changes on the inside, Animations: Male and Female Reproductive Systems, 'The Great, Growing Up Adventure' sheet, Jigsaw Jino, Jigsaw Jino's Private Post Box, for comments and questions, Jigsaw Journals.
5. Family Stereotypes 	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	Jigsaw Chime, 'Calm Me' script, Charades cards, Jigsaw Jino, Task card resource sheet, Flipchart paper, plain pillow cases, Fabric pens/paints, Jigsaw Journals.
6. Looking Ahead 	I can identify what I am looking forward to when I am in Year 4 I can start to think about changes I will make when I am in Year 4 and know how to go about this	Jigsaw Chime, 'Calm me' script, Jigsaw Jino, Two visiting Year 4 pupils, Wooden batons, Different coloured ribbons/crepe paper strips, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

Year Three Puzzle Overview



Changing Me

Outside Body Change Cards - Year 3 - Piece 3

I will grow taller

I will develop pubic hair
between my legs

Hair will grow under my arms

Hair will grow on my legs

I will grow hair on my face

My hips will widen

My chest and shoulders will
get broader

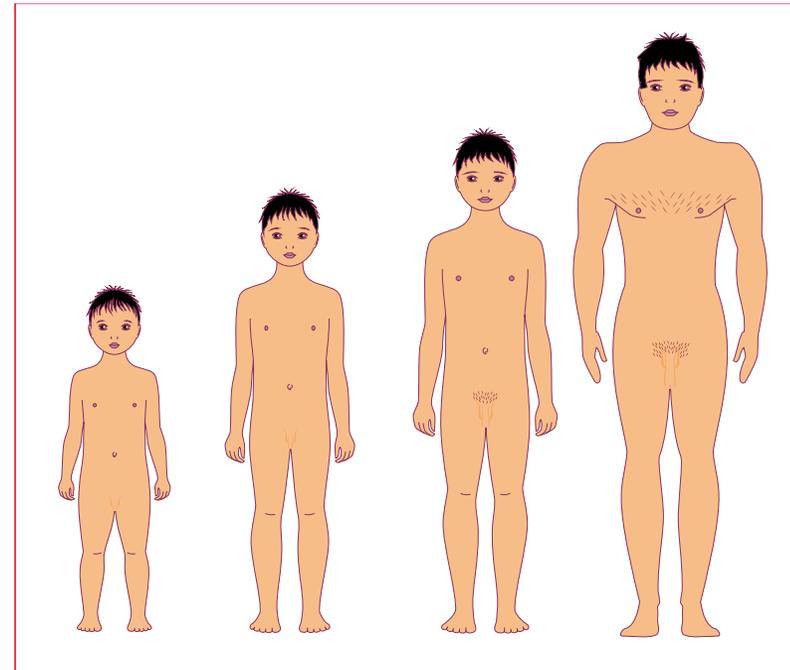
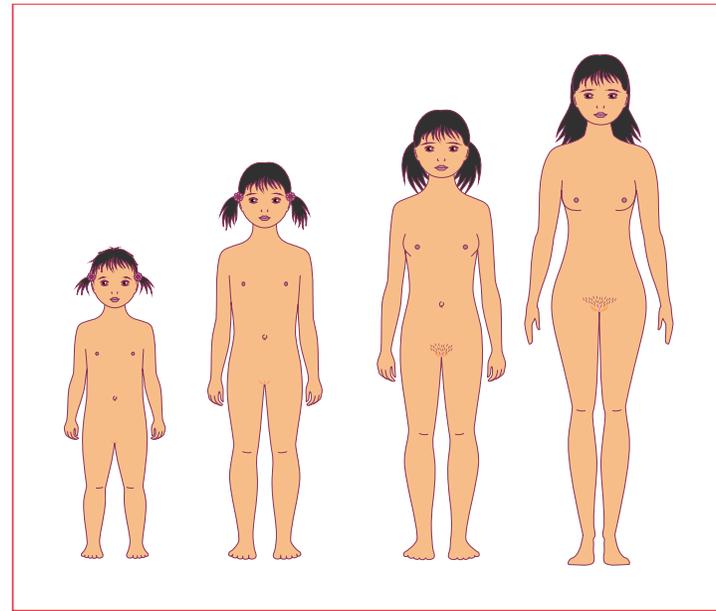
My voice will get deeper

My breasts will grow

My penis and testicles
will grow larger

My feet will get bigger

My skin will get less smooth

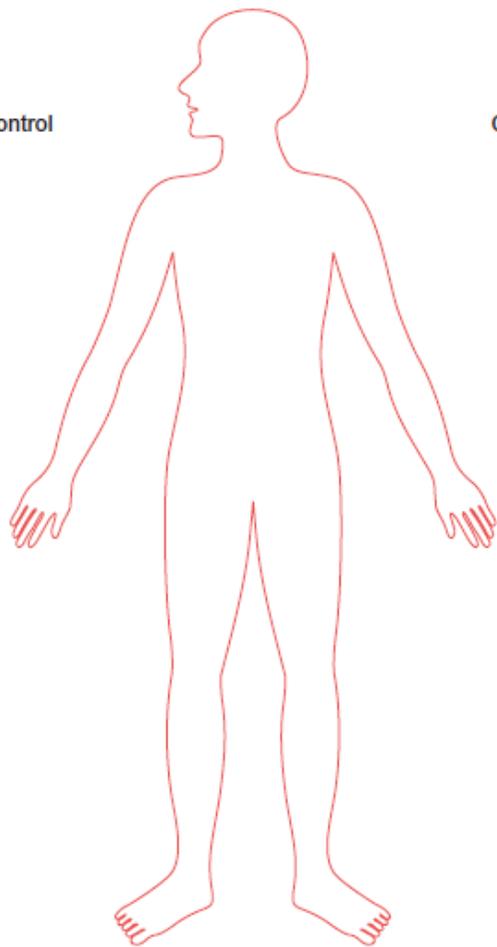


Changing Me

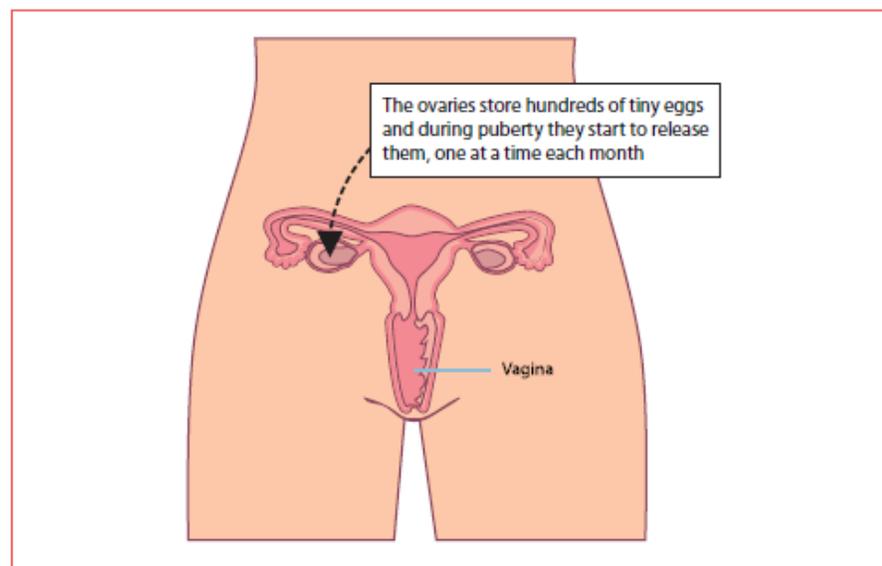
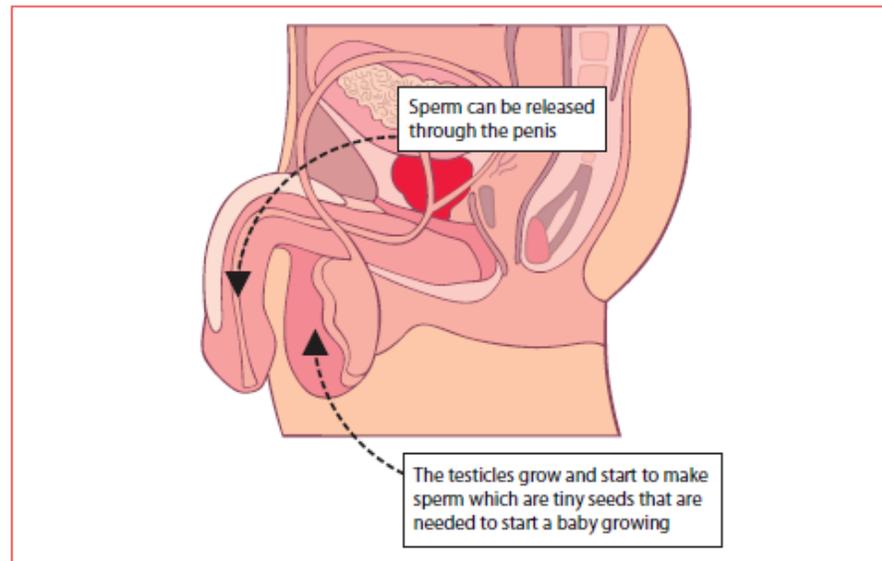
Changes on the inside PowerPoint - Year 3 - Piece 4

Changes I can't control

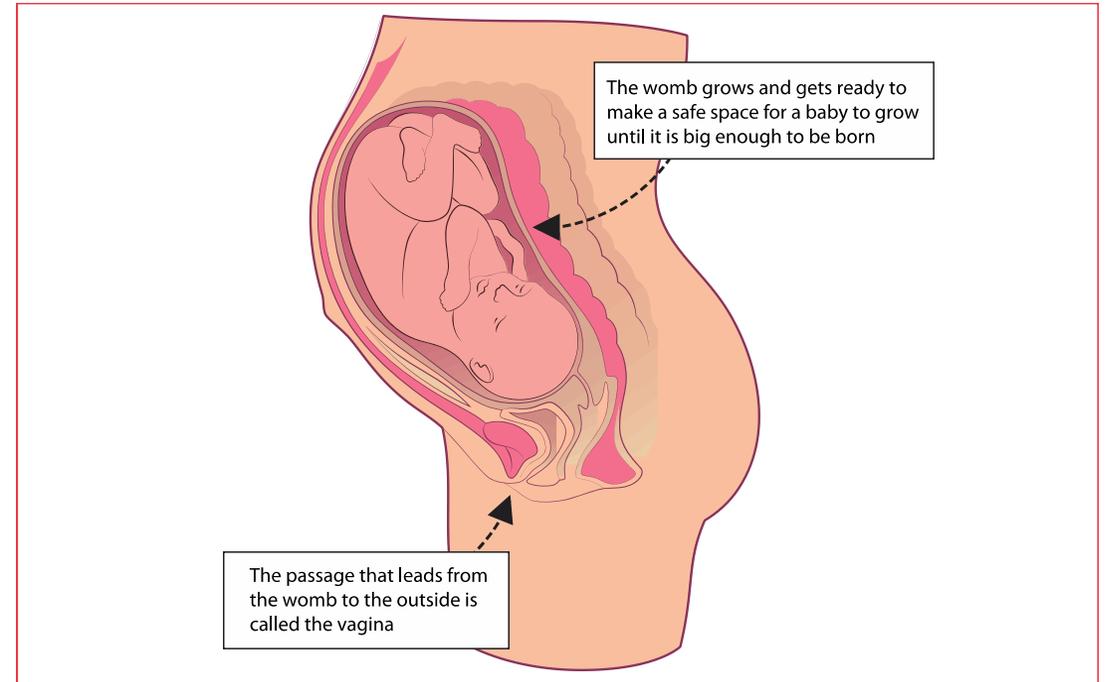
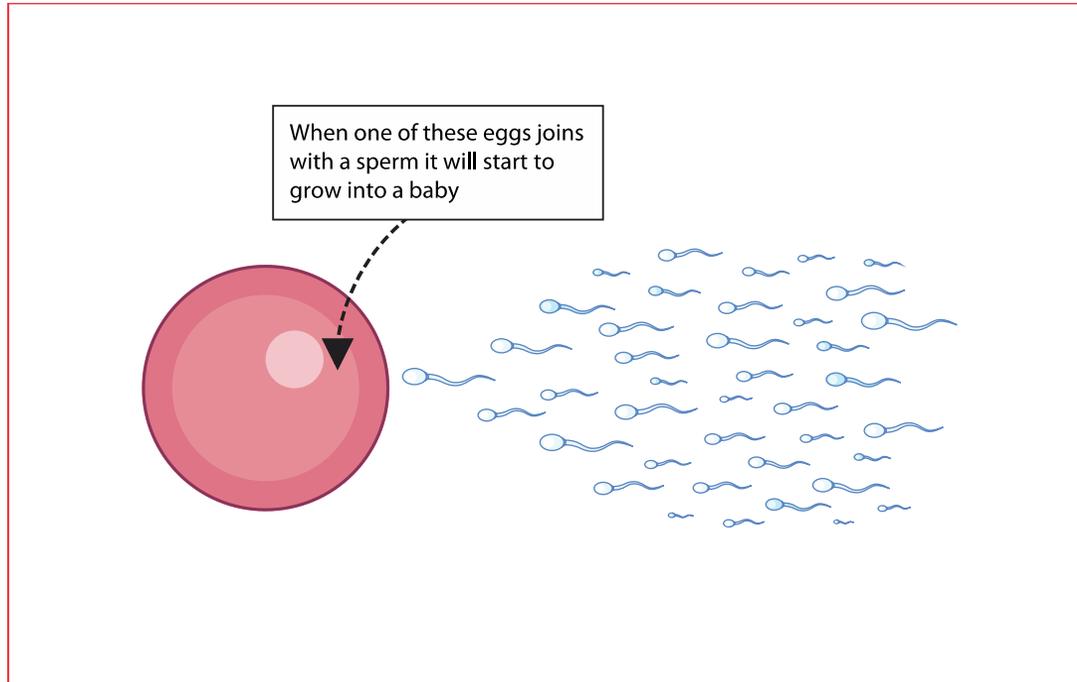
Changes I can control



Growing pubic hair	Making new friends	Getting a deeper voice	Hips getting wider
Deciding when to go to bed	Growing facial hair	Choosing what to eat	Earning money
Choosing what clothes to buy	Growing taller	Growing underarm hair	Penis growing larger
Developing breasts	Starting new hobbies	Getting a boyfriend or girlfriend	



Materials used in Year 3 – Growth from sperm to baby



**Statutory Science programmes of study:
key stages 1 and 2 National curriculum in England September 2013**

Year 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.

Year 2

- notice that animals, including humans, have offspring which grow into adults

(Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

Years 3 and 4

- Nothing in Science curriculum related to puberty or reproduction!

1. Very few do parents do withdraw their children nationally – as they don't want their children to get the information second hand in the playground.
2. Research says high quality RSE results in young people being older when they have first sexual intercourse, have less partners and more improved use of safer sex (contraception).
3. Also with the introduction of these objectives being statutory from September 2021 the children may have missed vital information from being removed from lessons when they were younger.