

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 ACTIVITY – *this would be inappropriate teaching.*

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.

Sex Education???

- Mis-named...and misleading
- **Sex Education is not really about sex!**
- Government emphasis is on Relationships and Health Education!
- ‘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

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)

RSE in Jigsaw Y4-Y6

Sex Education in the Jigsaw PSHE programme		
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)
Y6	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)
	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)

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

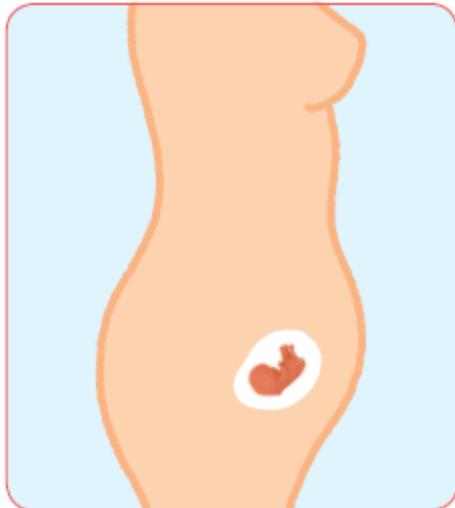
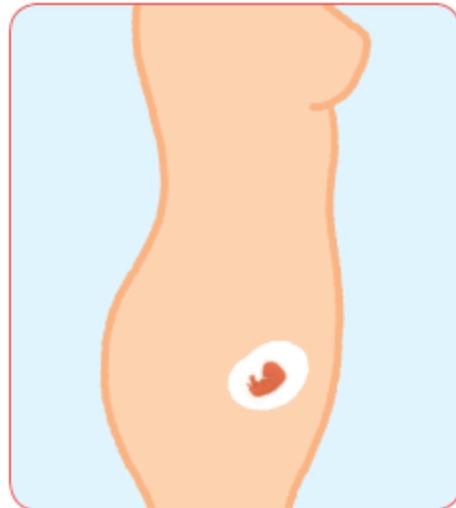
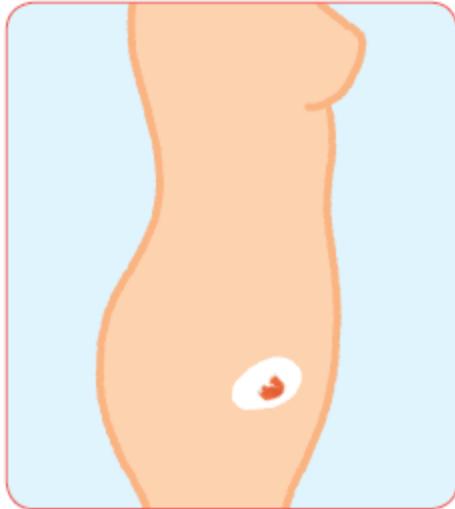
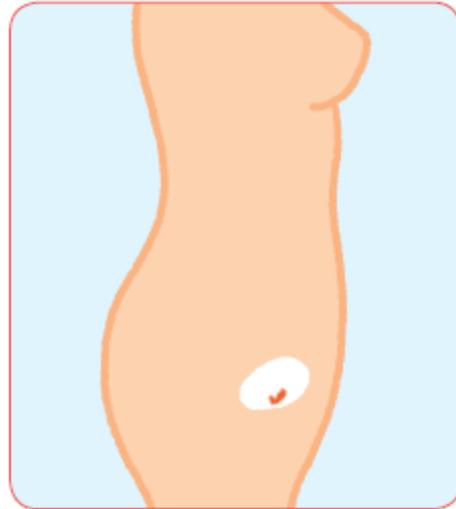


Changing Me

- * 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. How Babies Grow	<p>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</p> <p>I can express how I feel when I see babies or baby animals</p>	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	<p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I can express how I might feel if I had a new baby in my family</p>	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	<p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	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 ★	<p>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</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>	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	<p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p>	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	<p>I can identify what I am looking forward to when I am in Year 4</p> <p>I can start to think about changes I will make when I am in Year 4 and know how to go about this</p>	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

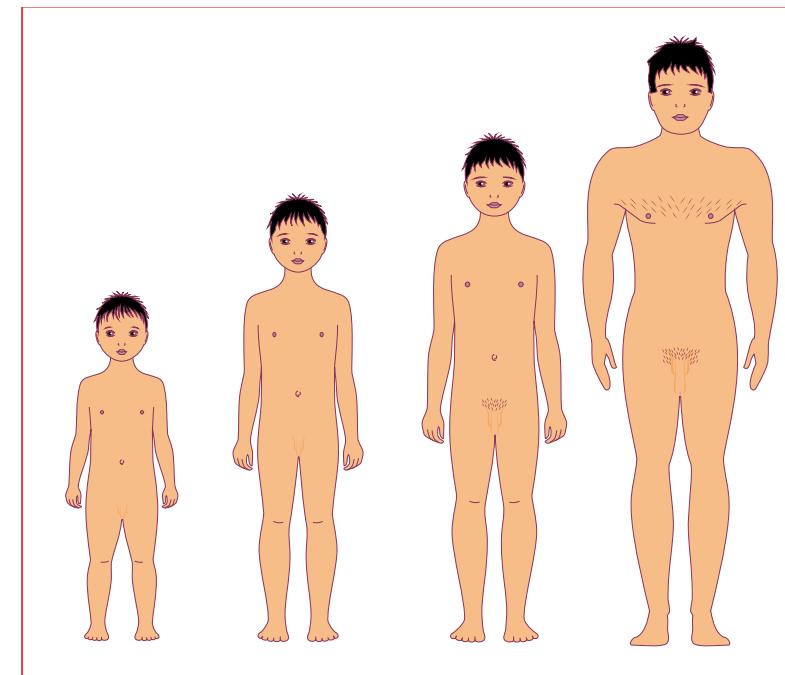
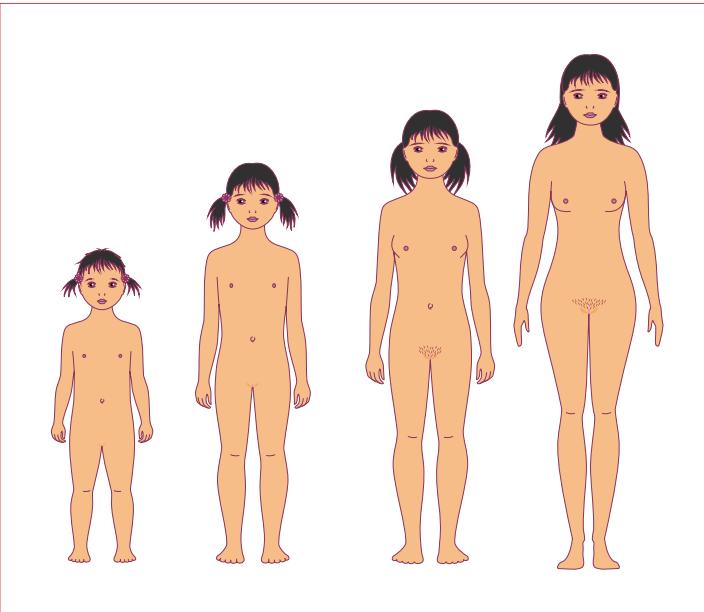
My voice will get deeper

My breasts will grow

My penis and testicles
will grow larger

My feet will get bigger

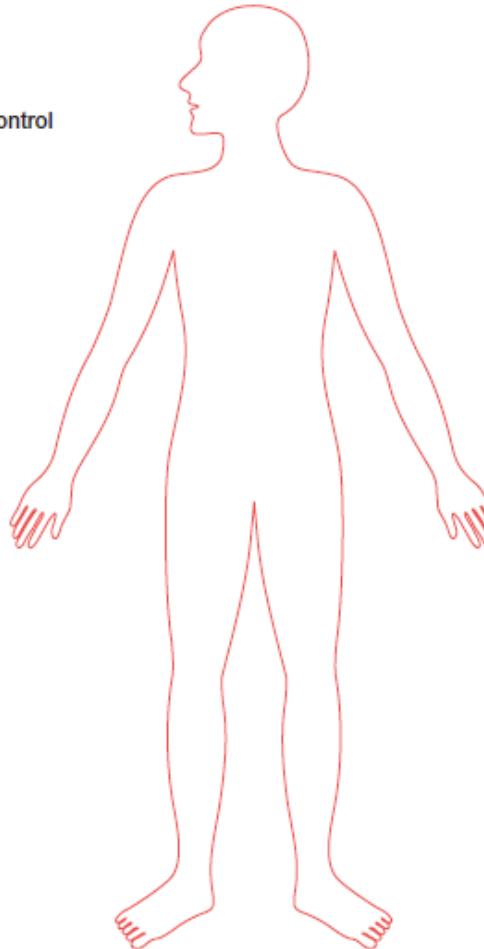
My skin will get less smooth



Changing Me

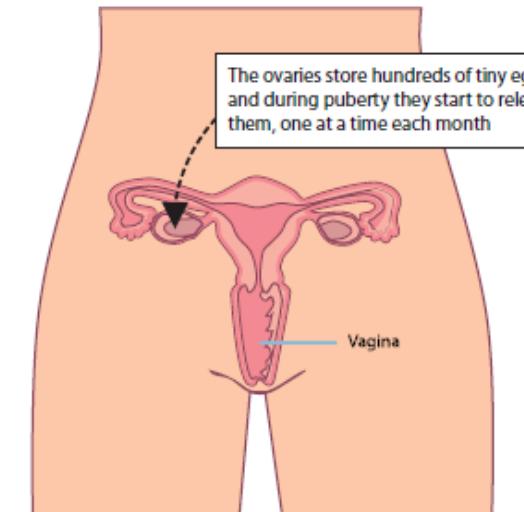
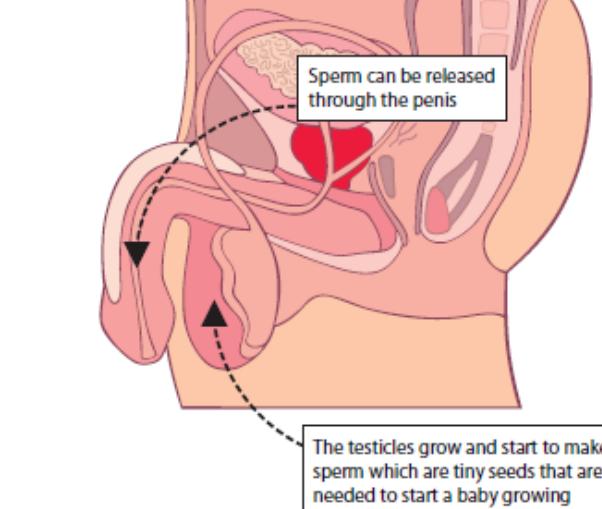
Changes on the inside PowerPoint - Year 3 - Piece 4

Changes I can't control

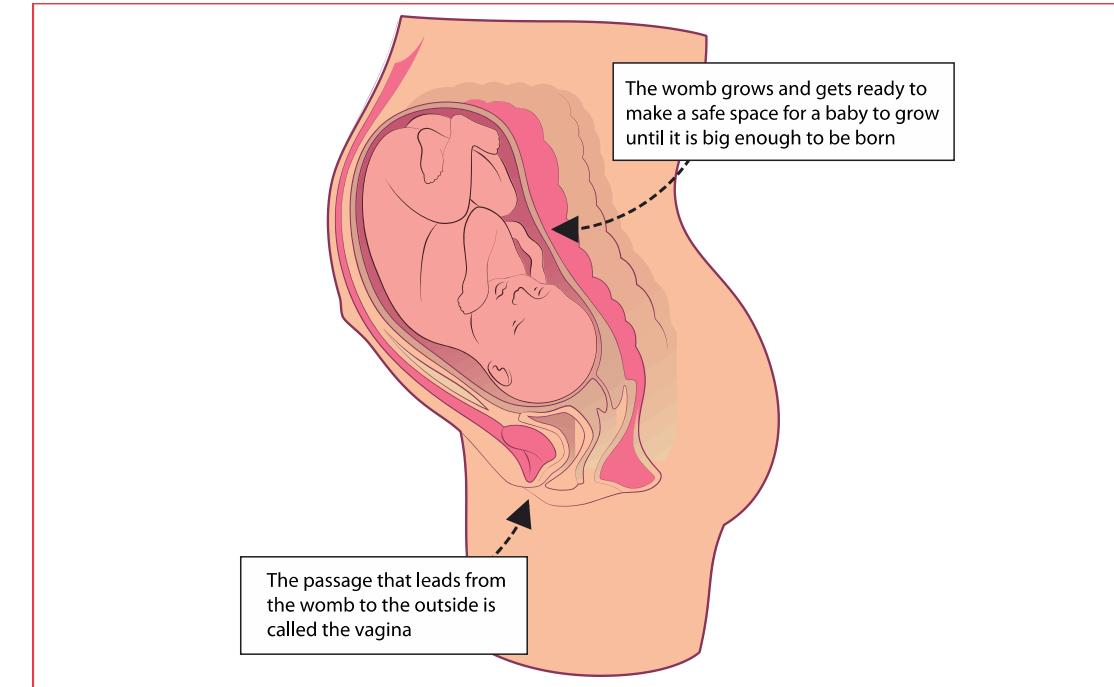
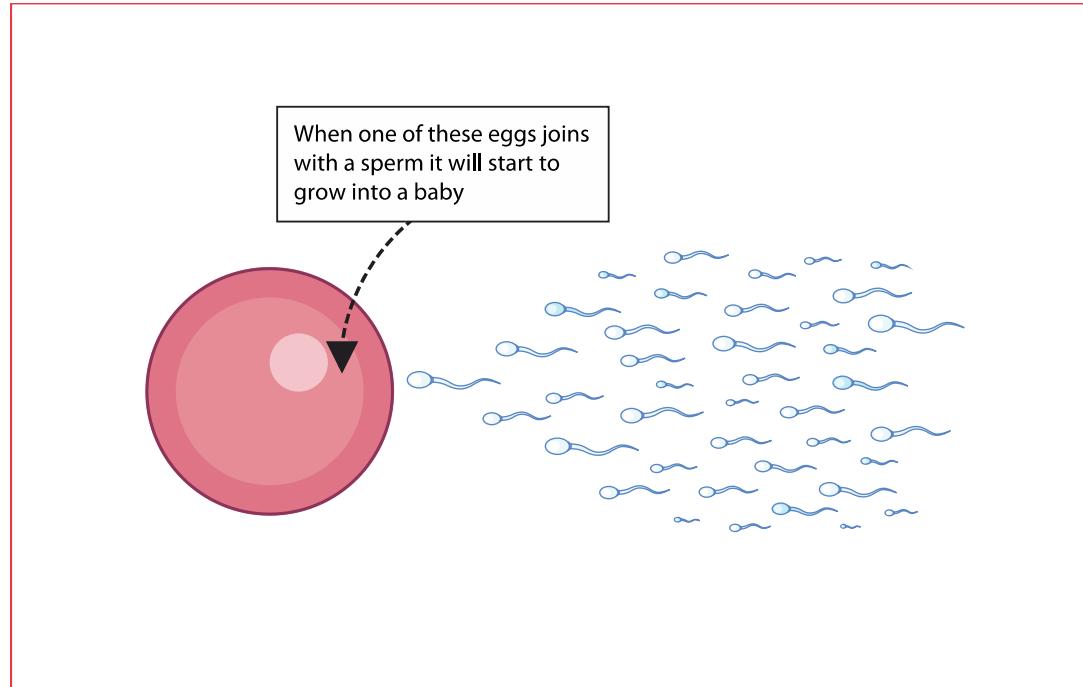


Changes I can control

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

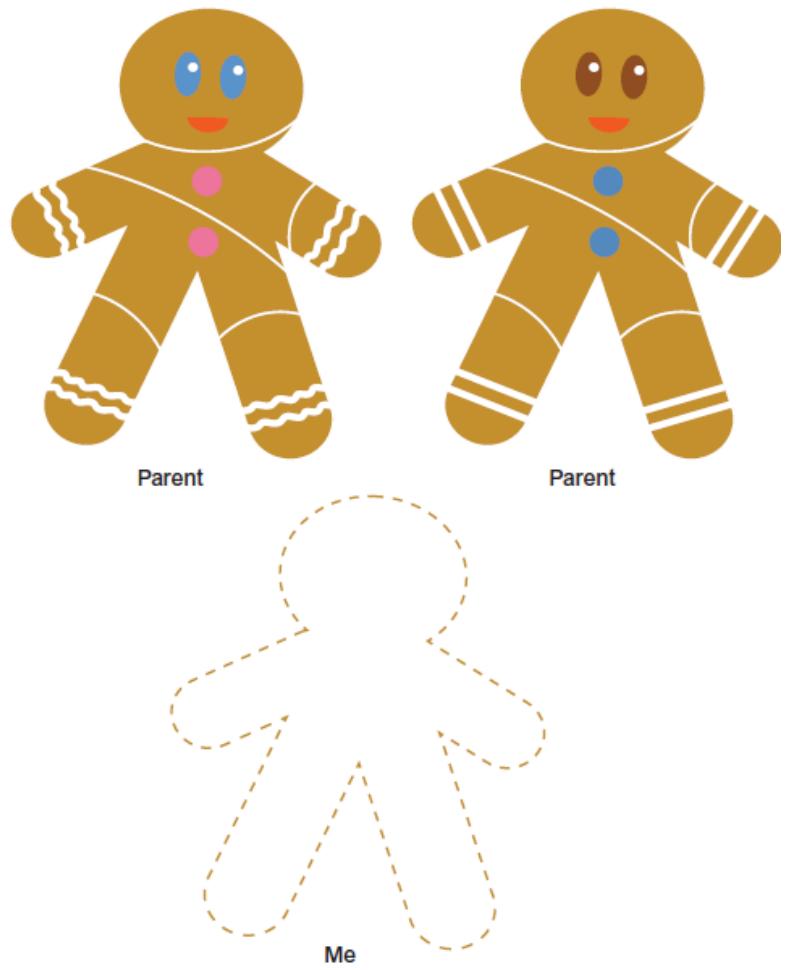


Puzzle 6 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create a Tree of Change display	Resources
Pieces		
1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Cat and kitten cards, 'My Parents and Me' Puzzle templates, Jigsaw Journals.
2. Having a Baby	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, 'Making Things' cards, Sheets of flipchart paper prepared with questions written at the top, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals.
3. Girls and Puberty	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	Jigsaw Chime, 'Calm Me' script, 'How do I feel about puberty' cards, A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up, for a lucky dip activity, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz.
4. Circles of Change	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jaz, Season tree pictures, Book: 'Moving House' by Anna Civardi and Stephen Cartwright, Circle of change PowerPoint slide, Circle of change diagram, Circle of change template, Split pins, Jigsaw Journals.
5. Accepting Change	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Emotions cards, Jigsaw Song sheet: 'Changing as I grow', Season tree pictures from Piece 4, Change Scenario cards, Jigsaw Journals.
6. Looking Ahead	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Two visiting Year 5 pupils, Circle of change template, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.
Assessment Opportunity ★		

Year Four Puzzle Overview

Changing Me

My Parents and Me Puzzle Templates - Year 4 - Piece 1



Changing Me

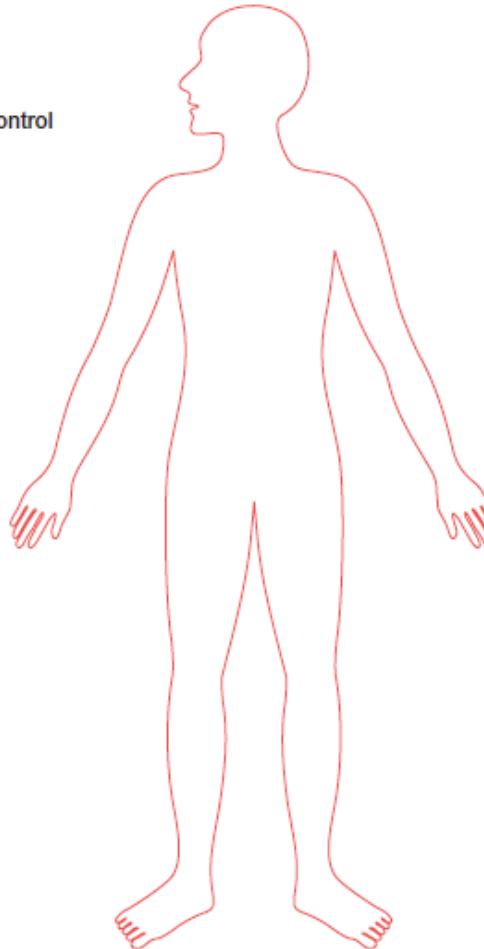
Making Things Cards - Year 4 - Piece 2

A cake	An oak tree	A new car	A baby
Flour, eggs, sugar, butter and other ingredients	An acorn	Wheels, an engine and a metal body	A sperm
A baking tin	Rich soil full of nutrients and water	A factory full of machinery	An egg
A hot oven	Space to grow and spread its branches	Workers to make the parts and put them together	A mother's womb to grow in
A cook with a recipe	Warmth and light from the sun	A driver to buy it	A family to provide love and care

Changing Me

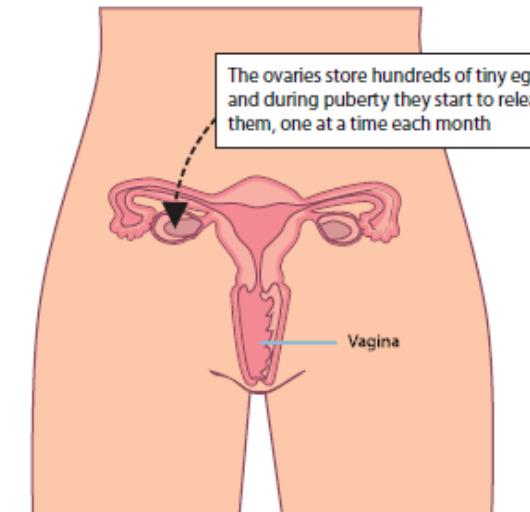
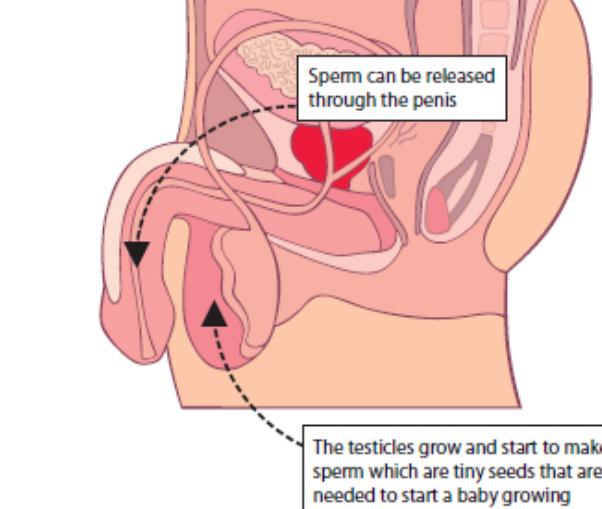
Changes on the inside PowerPoint - Year 3 - Piece 4

Changes I can't control

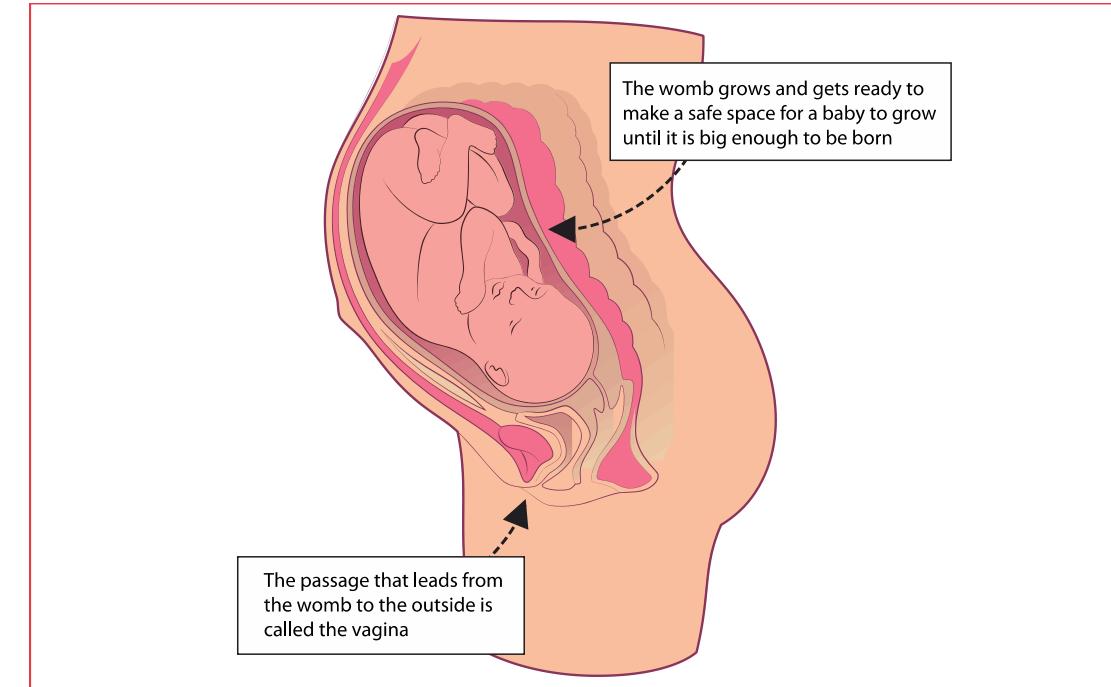
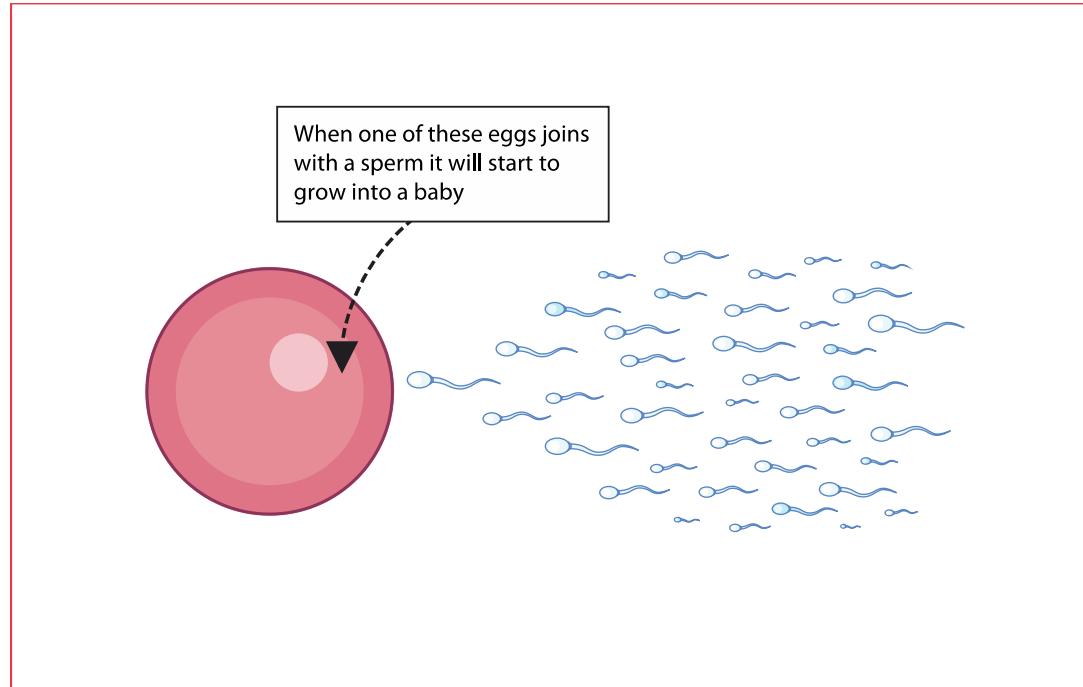


Changes I can control

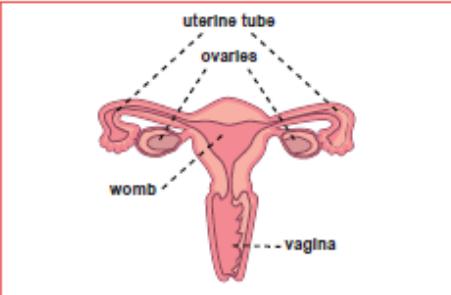
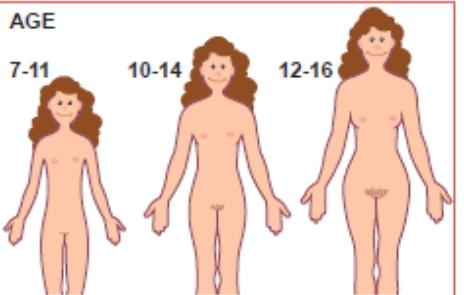
Growing pubic hair	Making new friends	Getting a deeper voice	Hips getting wider
Deciding when to go to bed	Growing facial hair	Choosing what to eat	Earning money
Choosing what clothes to buy	Growing taller	Growing underarm hair	Penis growing larger
Developing breasts		Starting new hobbies	Getting a boyfriend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



Materials used in Year 3 – Growth from sperm to baby

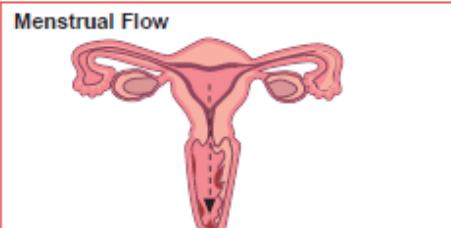
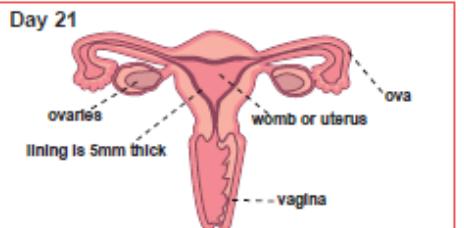


Menstruation Cards - Year 4 - Piece 3



A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.

Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.



However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.

If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.

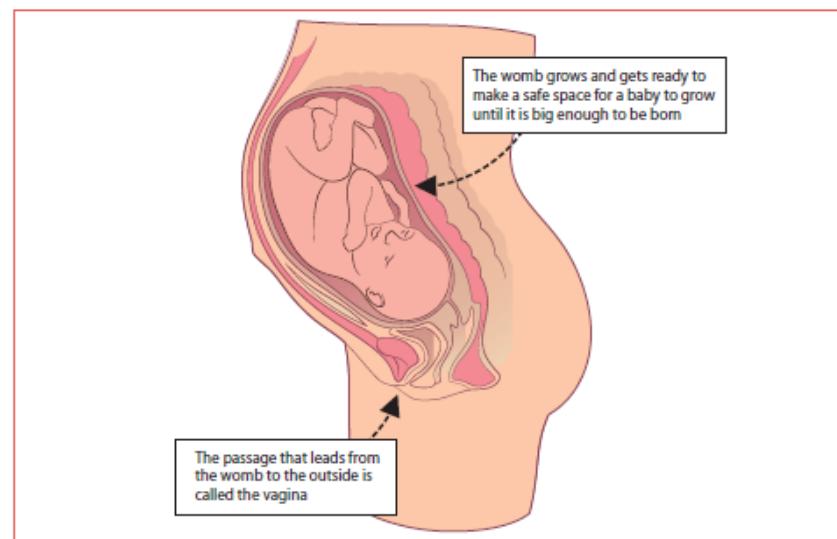
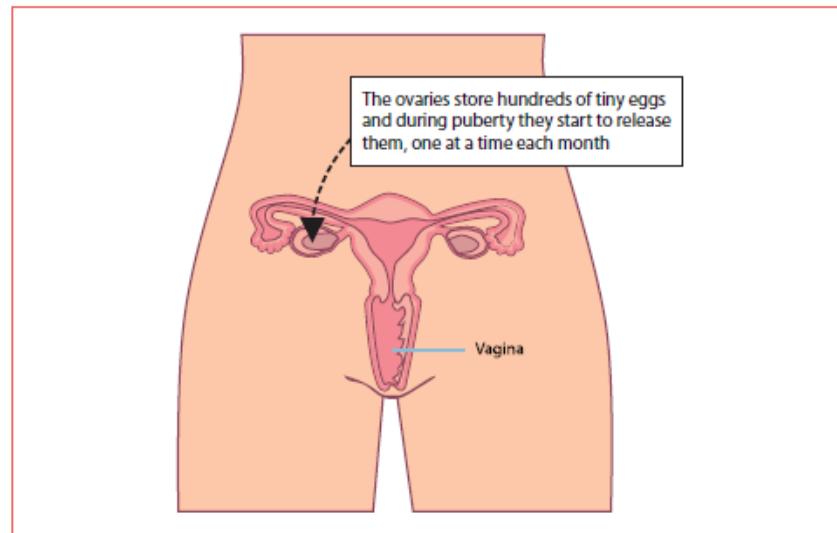
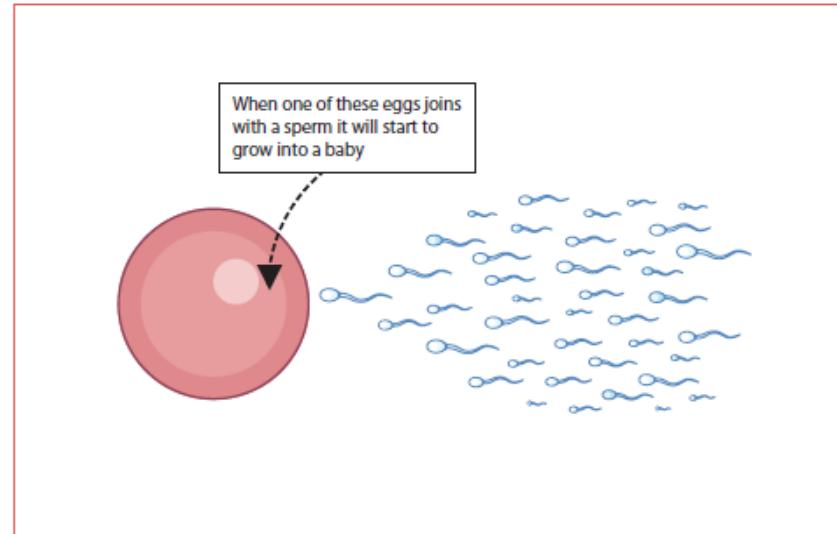
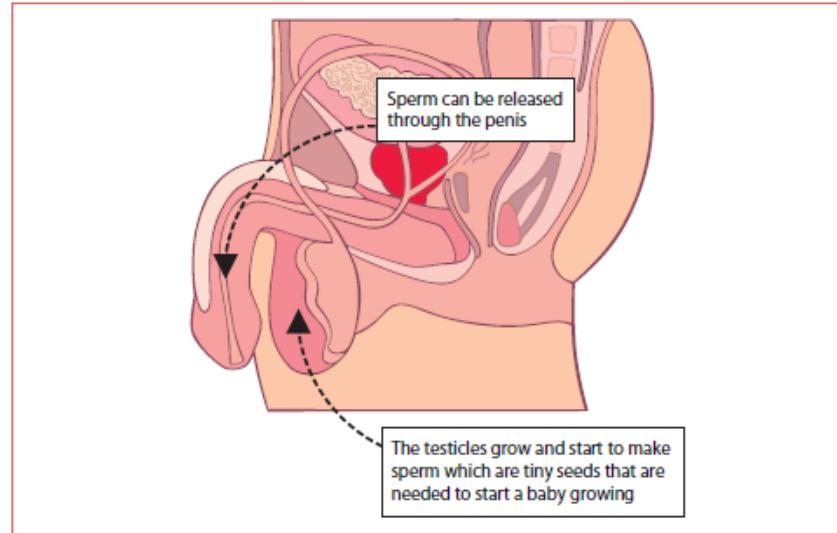


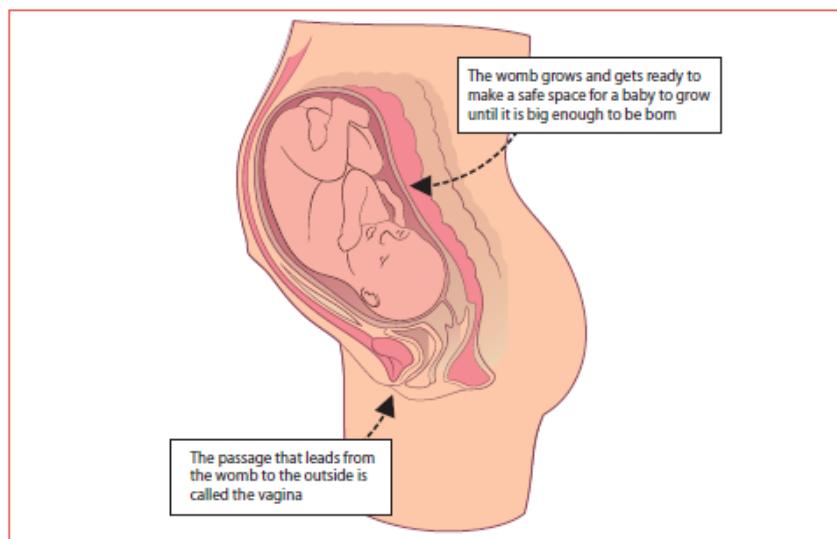
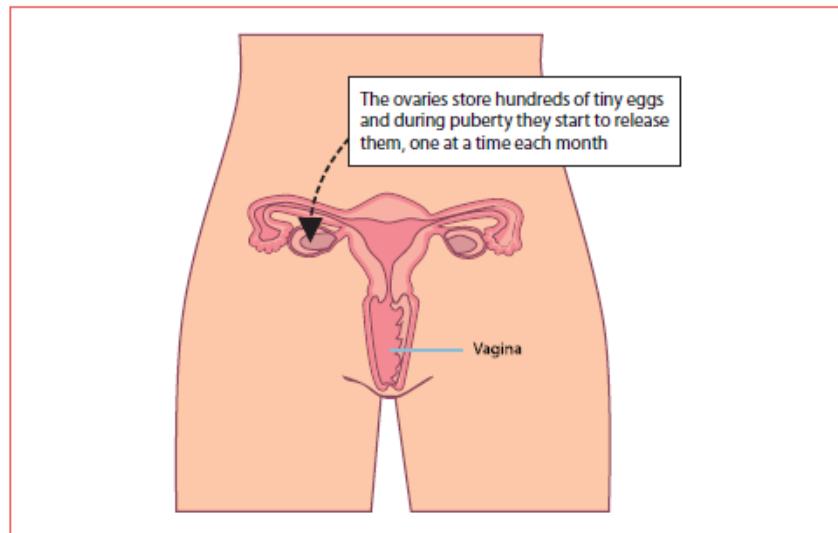
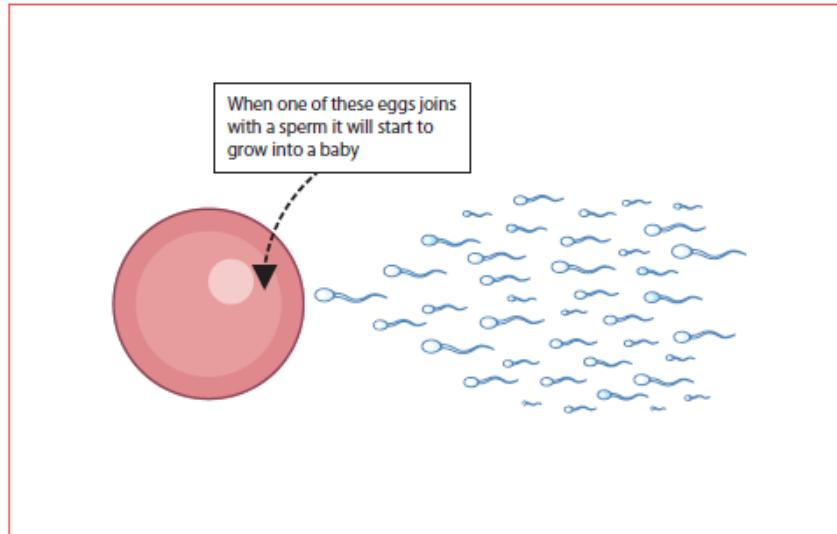
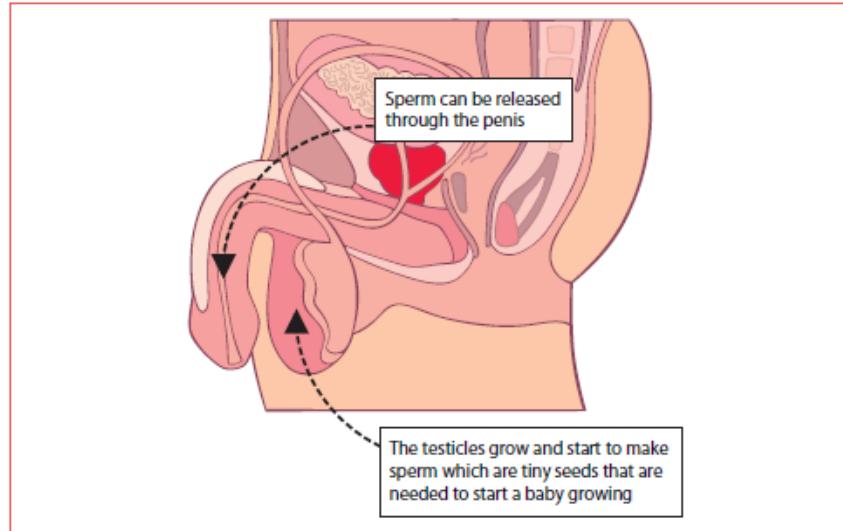
Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.

The amount of blood leaving the body varies from person to person but on average it's about two tablespoonsfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
1. Self and Body Image	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	Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jez, Self-Image cards, Image PowerPoint slide, Self-Image picture frame card template, Jigsaw Journals.
2. Puberty for Girls	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, Sets of a range of sanitary products: tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes, Great Growing Up resource sheet, Menstruation Worries cards - one for each working group, If available: some examples of published information leaflets about puberty, Jigsaw Jez's private post box, Jigsaw Journals.
3. Puberty for Boys Assessment Opportunity ★	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Tennis ball, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slides: male organs (as per Year 4 Piece 2) Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals.
4. Conception	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	Jigsaw Chime, 'Calm me' script, Jigsaw Jez, Relationships Cards, enough for one for each child, Category labels for the room corners: Family Relationships..., etc., Animation: The Female Reproductive System and The Male Reproductive System, Having A Baby Diamond 9 cards, PowerPoint slides: A Baby In the Womb, - The Truth About Conception and Pregnancy card sort - statements, true/false cards, and explanation cards.
5. Looking Ahead	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Song sheet: 'Changing as I grow', Birthday cake and candles, Selection of age 13 birthday cards/PowerPoint pictures, Flip chart paper, Jigsaw Journals.
6. Looking Ahead to Year 6	I can identify what I am looking forward to when I am in Year 6 I can start to think about changes I will make when I am in Year 6 and know how to go about this	Jigsaw Chime, 'Calm Me' script, Six visiting Year 6 pupils, Jigsaw Jez, Spinning top template, Circle of change template, Jigsaw Journals, Pot of bubbles.

Year 5 puzzle piece





Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
1. Self and Body Image	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	Jigsaw Chime, 'Calm me' script, Jigsaw Song sheet: 'Changing as I grow', PowerPoint of celebrity images , 'Real' self/ideal' self template, Highlighter pens, Jigsaw Journals, 3 bottles as props, Smoothie label template, Smoothie recipe template, Fruit smoothies (optional).
2. Puberty	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	Jigsaw Chime, 'Calm Me' script, Growing-Up Bingo cards, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides showing girl to woman and boy to man, Animations: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Jem's Private Post Box.
3. Girl Talk/Boy Talk	I can ask the questions I need answered about changes during puberty I can reflect on how I feel about asking the questions and about the answers I receive	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Preferably two separate spaces for boys and girls to work separately, The questions submitted by the children at the end of the previous Piece, typed up and checked for anonymity, and sorted into sets of boy's and girl's questions, Animations: Female and Male Reproductive Systems.
4. Babies - Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I recognise how I feel when I reflect on the development and birth of a baby	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Tennis ball, PowerPoint slides of scans of babies in the womb, Animations: Female and Male Reproductive Systems, YouTube footage of baby in womb, A set of 'Baby Can...' cards, cut up and shuffled, Conception to Birth resource sheet, Conception to Birth Card Sort Template, Jigsaw Journals.
5. Attraction	I understand how being physically attracted to someone changes the nature of the relationship I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Photo cards: Holding hands, Jigsaw Journals.
6. Transition to Secondary School	I can identify what I am looking forward to and what worries me about the transition to secondary school I know how to prepare myself emotionally for starting secondary school	Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, PowerPoint slide – Bungee run, Coloured card and pens, Blank T-shirt, Fabric pens, Pots of bubbles.

Year 6 puzzle piece

When I was a baby in the womb
I could hear my Mum's tummy
rumble
TRUE

When I was a baby in the womb I
could smell the flowers
FALSE

When I was a baby in the womb I
could take in food
TRUE

(But you got nutrients through the
cord, not by eating anything)

When I was a baby in the womb I
could count on my fingers
FALSE

When I was a baby in the womb I
could listen to music
TRUE

(You could hear sounds from
outside)

When I was a baby in the womb I
could read a picture book
FALSE

When I was a baby in the womb I
could open my eyes
TRUE

When I was a baby in the womb I
could tell whether it was light or
dark outside
FALSE

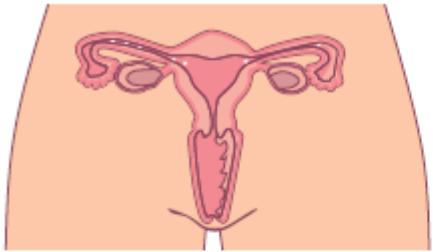
When I was a baby in the womb I
could have a wee
TRUE

(The fluid would pass through you
and back out again!)

When I was a baby in the womb I
could blow bubbles
FALSE

Changing me

Conception to Birth Card Sort Template - Year 6 - Piece 4



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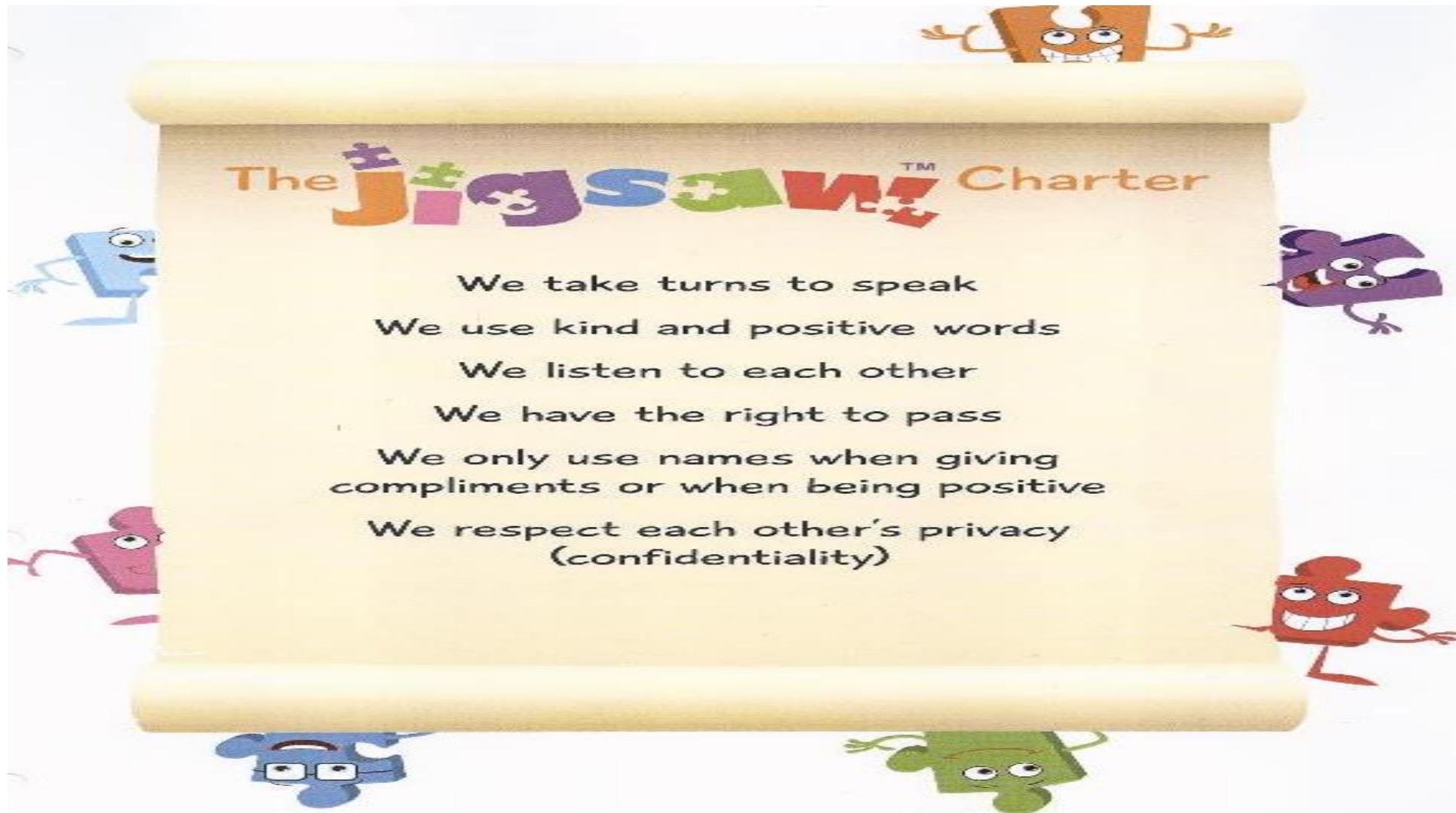
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Material for Years 4, 5 and Year 6

- RECAP : SEX EDUCATION
- Jigsaw (PSHE) does provide Human Reproduction in years 4, 5 and 6. This is Non-Statutory and Parents have the right to withdraw their children. However, when taught within the context of the Science Curriculum; parents are unable to withdraw their child. Again the teaching of it within PSHE will also be statutory commencing September 2021

Safe Learning Environment



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

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!

Year 5

- 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

(Non-statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals)

- describe the changes as humans develop to old age.

(Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows)

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The Department of Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and-drawing on knowledge of the human life cycle set out in national curriculum Science, how a baby is conceived and born.

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.

Do not forget...

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 the child's perspective

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