

School and  
home  
partnership

## We aim to inform you of:

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

# 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**

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'.**



Don't 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 a child's perspective

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

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?

## 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

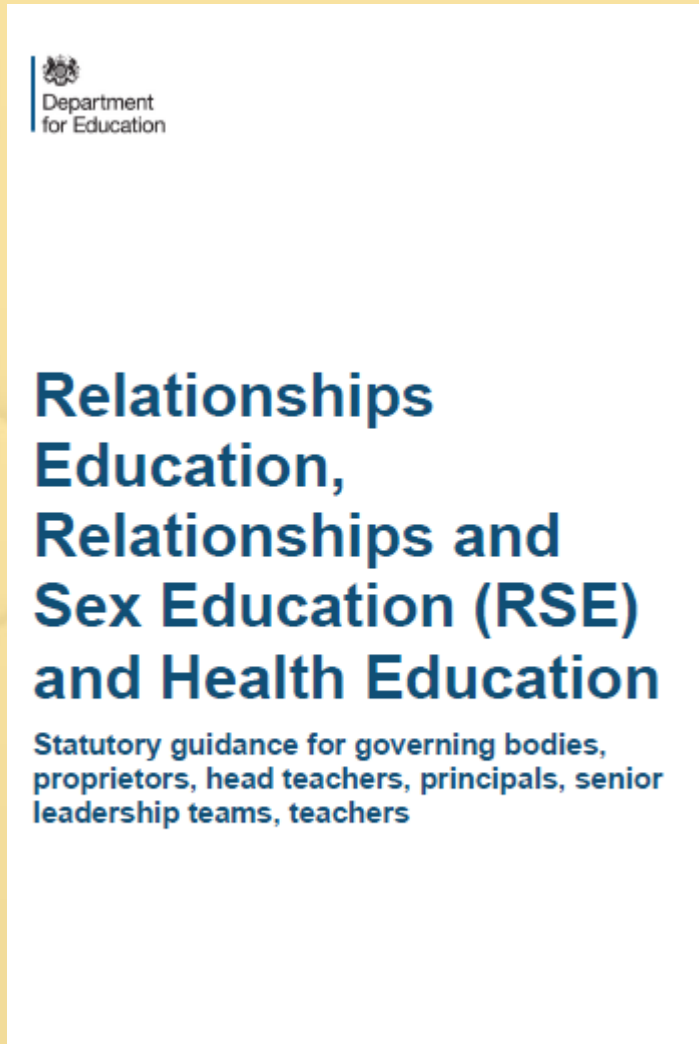
(Online and offline relationships)

What does  
the government  
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 2018 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?



## **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

### **PRIMARY**

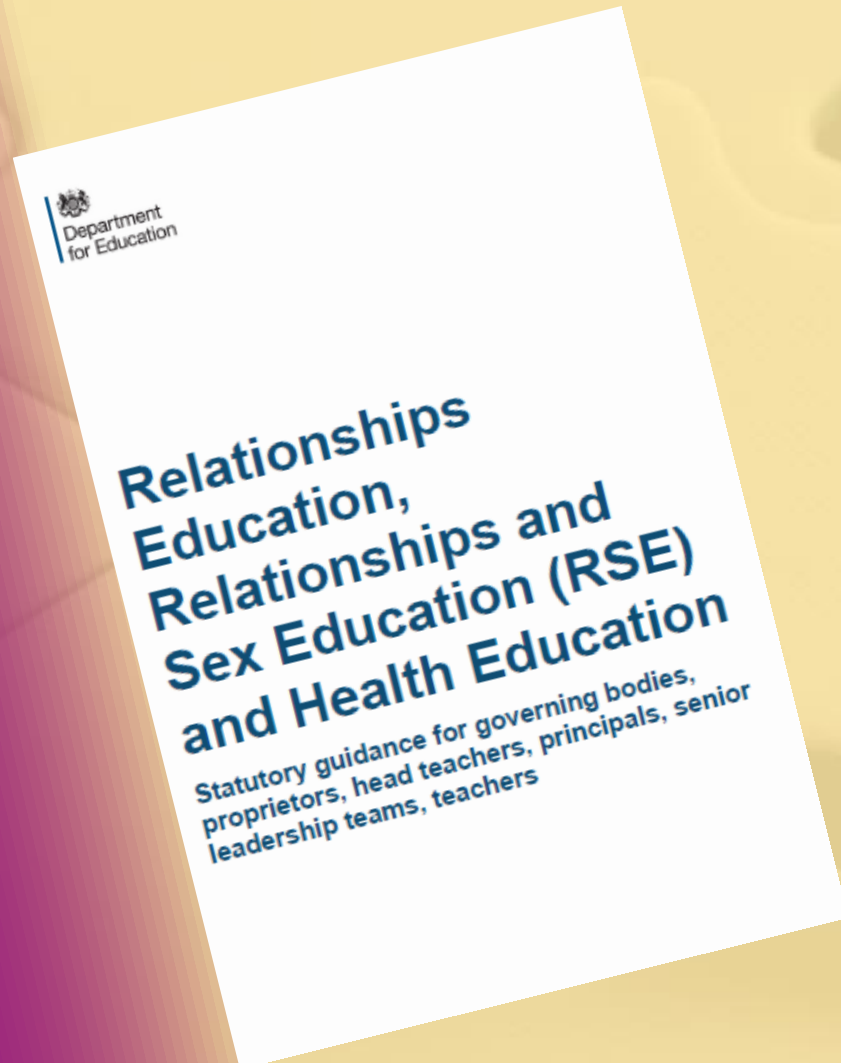
- RELATIONSHIPS EDUCATION IS COMPUSLORY
- HEALTH EDUCATION IS COMPULSORY

### **SECONDARY**

- RELATIONSHIPS EDUCATION IS COMPULSORY
- SEX EDUCATION IS COMPULSORY
- HEALTH EDUCATION IS COMPULSORY

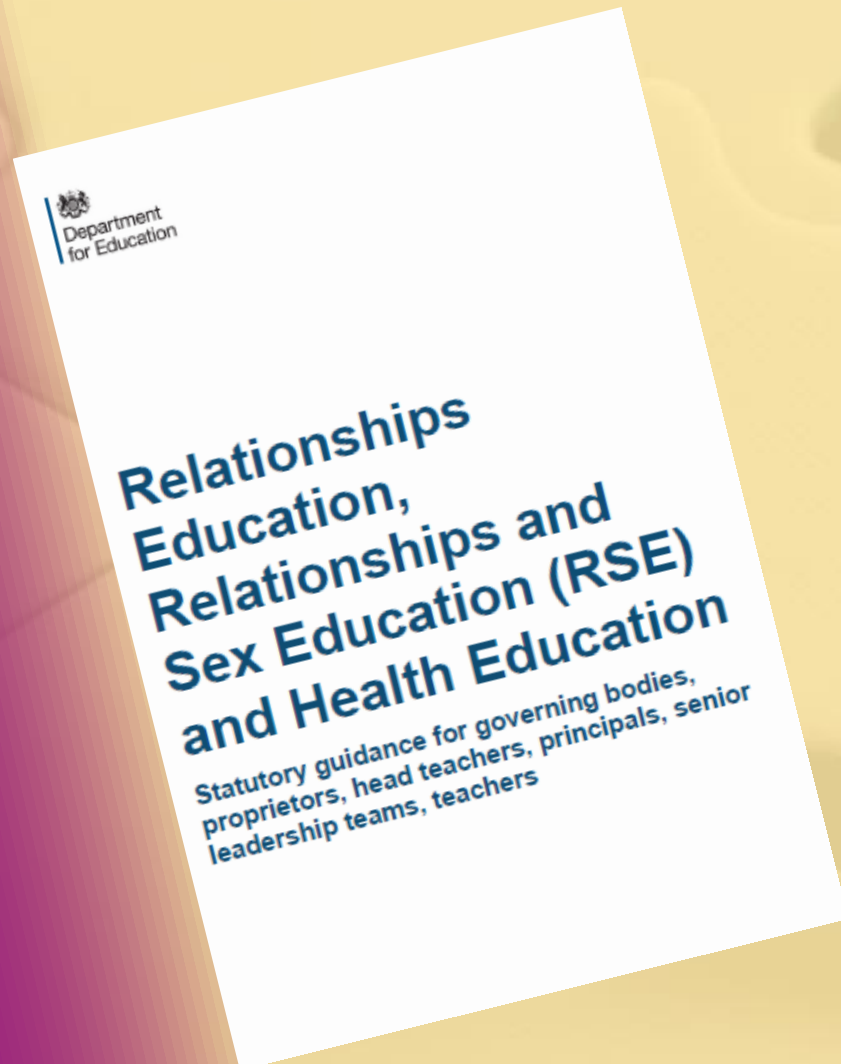
Guidance does not apply to: Sixth Forms colleges, 16-19 academies or FE colleges

# 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**

# What are the expectations for **Primary** Relationships Education?



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

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 Ed 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

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.

# Science and Sex Ed 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

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

And what  
about after  
September  
2020 in  
Primary  
Schools?

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...  
but may make children vulnerable.

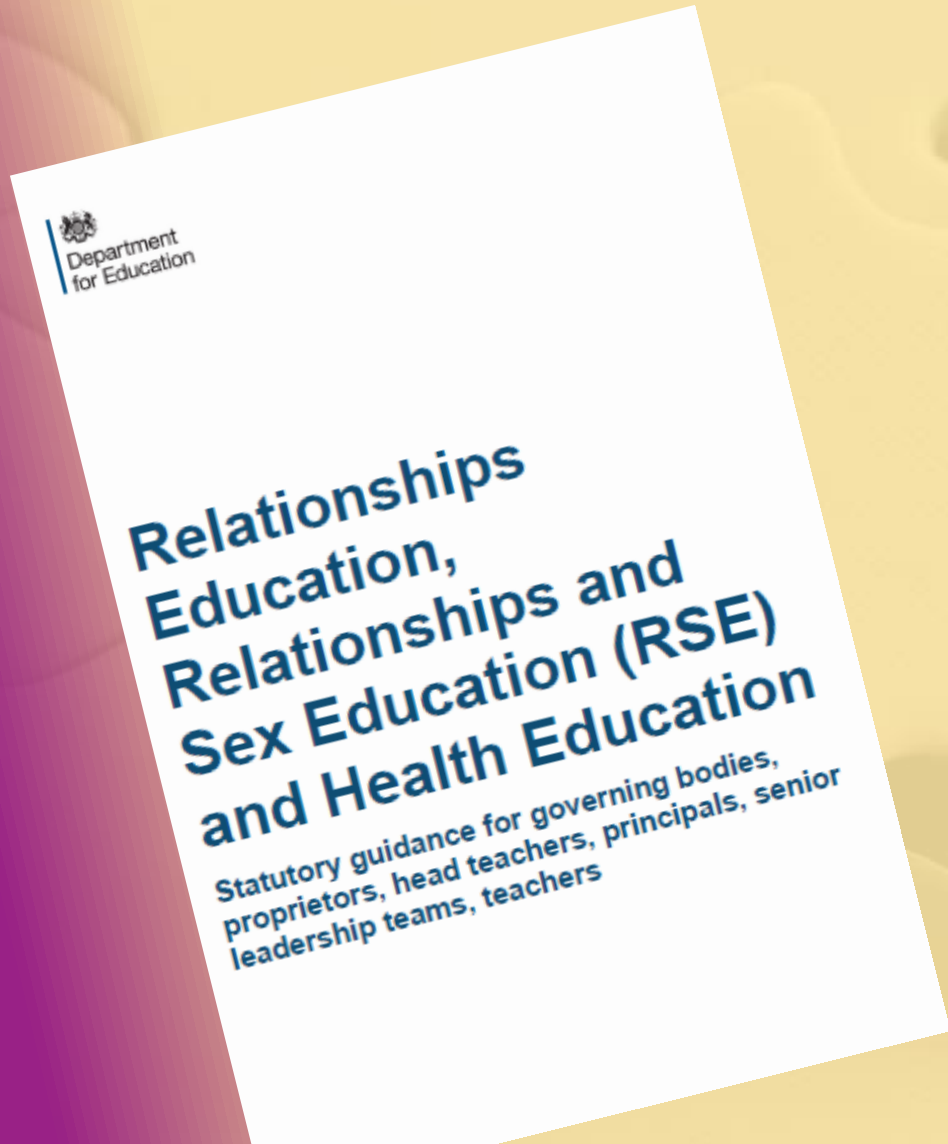
PSHE (Personal, Social, Health Education) including Relationships Education, Health Education and Sex Education aims to keep children safe.

We believe we need to teach Relationships and Sex Education which goes further than the Science curriculum.

# Schools must comply with The Equality Act 2010

- ‘Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment...or sexual orientation (protected characteristics)
- ‘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’

PSHE is a key part of this. All children are valued and included.



So, right now  
(until September 2020)

Parents have  
the right to  
withdraw their  
children from...

(Government guidance 2000)

‘all or part of the sex and relationship education  
provided at school except for those parts included in  
National Curriculum Science’

(page 26 DfE guidance 2000)

So, this session is to inform you of what this school  
intends to teach and why...so you can make this  
decision.

# 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

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

# So, what are we teaching and when?



## Reception-

	Concept	Vocabulary
Lesson 1	Label body parts	Eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg
Lesson 2	Respecting our bodies- Keeping our bodies healthy	Fruit, vegetables, exercise
Lesson 3	We all grow from babies to adults	Baby, child, adult

# So, what are we teaching and when?



Year 1-

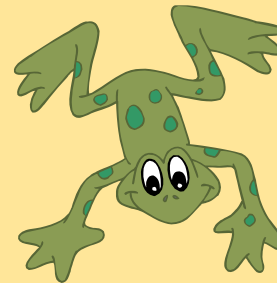
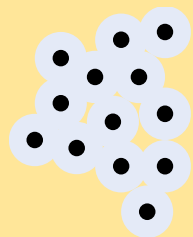
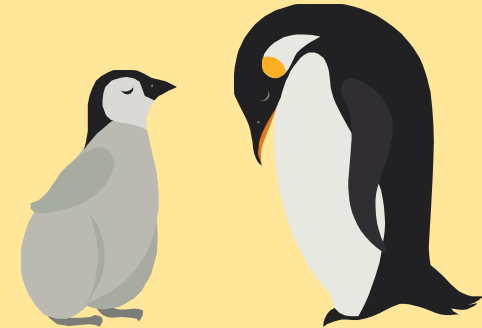
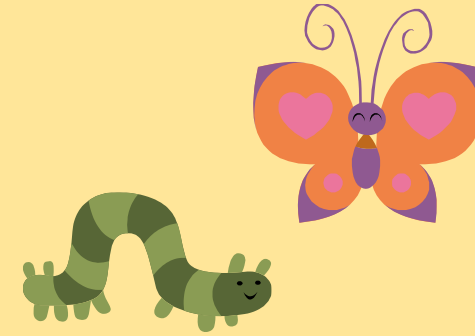
	Concept	Vocabulary
Lesson 1	Changes will happen as I grow and that is okay	Changes, Life cycle, Baby, Adulthood
Lesson 2	understand that growing up is natural and that everybody grows at different rates	Baby, Growing up, Adult, Mature Change
Lesson 3	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	penis, testicles, vagina
Pantosaurus	<a href="https://www.youtube.com/watch?v=-lL07JOGU5o">https://www.youtube.com/watch?v=-lL07JOGU5o</a>	

# So, what are we teaching and when?

Year 2-

	Concept	Vocabulary
Lesson 1	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	Change, Grow, Life cycle, Control, Baby Adult, Fully grown
Lesson 2	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	Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities
Lesson 3	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.	Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private
Pantosaurus	<a href="https://www.youtube.com/watch?v=-lL07JOGU5o">https://www.youtube.com/watch?v=-lL07JOGU5o</a>	

# Some example materials from Jigsaw – younger children



# So, what are we teaching and when?

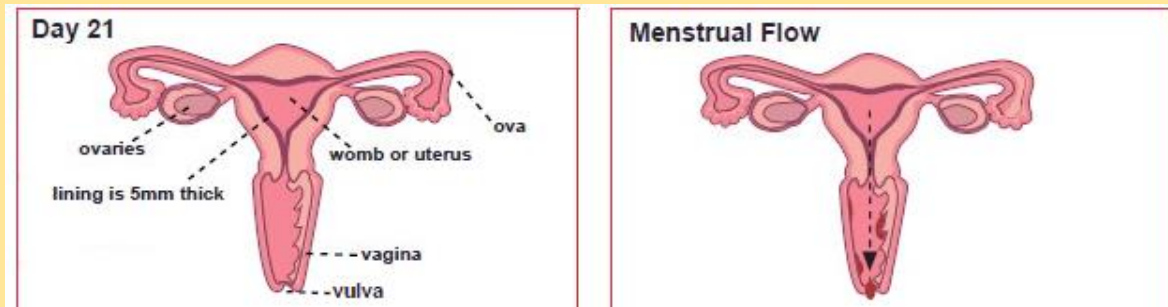
Year 3-

	Concept	Vocabulary
Lesson 1	understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby	Changes, Animals, Babies Mother, Growing up
Lesson 2	Understand the difference between boys and girls bodies.	Recap of Ks1 vocabulary, Womb, ovaries
Lesson 3	identify how boys' and girls' bodies change on the outside during this growing up process	Change, taller, hair, bigger, breasts, control, can't control
Lesson 4	start to recognise stereotypical ideas I might have about parenting and family roles	Stereotypes, Task, Roles

# So, what are we teaching and when?

Year 4-

	Concept	Vocabulary
Lesson 1	understand that some of my personal characteristics have come from my birth parents	Personal, Unique, Characteristics Parents
Lesson 2	describe how a girl's body changes as she is becoming an adult, and that menstruation (having periods) is a natural part of this	Puberty, Menstruation, Periods, ovaries, vagina, vulva
Lesson 3	Gender separate lesson- questions/ worries	
Lesson 4	identify changes that have been and may continue to be outside of my control that I learnt to accept	Control, Change, Acceptance



# So, what are we teaching and when?

Year 4-

	Concept	Vocabulary
Lesson 1	understand that some of my personal characteristics have come from my birth parents	Personal, Unique, Characteristics Parents
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Lesson 4	identify changes that have been and may continue to be outside of my control that I learnt to accept	Control, Change, Acceptance

# So, what are we teaching and when?

## Year 5-



	Concept	Vocabulary
Lesson 1	be aware of my own self-image and how my body image fits into that	Self, Self-image, Body image, Self-esteem Perception, Characteristics, Aspects Affirmation
Lesson 2	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally	Puberty, Menstruation, Periods Sanitary towels, Tampons, Ovary/ Ovaries Vagina, Vulva, Womb/Uterus
Lesson 3	describe how boys' and girls' bodies change during puberty	Puberty, Sperm, Semen, Testicles/Testes Erection, Voice breaks, Facial hair, Growth spurt, Hormones
Lesson 4	understand that sexual intercourse can lead to conception and that is how babies are usually made	Relationships, Conception Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy Embryo, Umbilical cord, Contraception
Lesson 5	identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	Teenager, Milestone, Perceptions Puberty, Responsibilities

# Year 5 Science

## **Substantive Knowledge**

Different animals mature at different rates and live to different ages.

Human bodies undergo many changes as they mature and get older.

Puberty is a process which prepares our bodies for being adults, and reproduction.

Hormones control changes in animals; these can be physical and/or emotional.

Gestation is the development process of an animal from conception to birth.

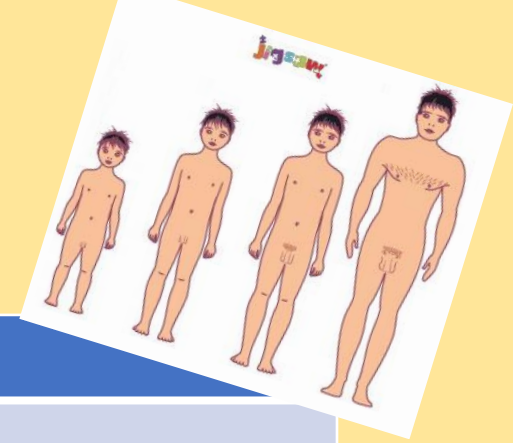
Different animals have different gestation periods.

The human gestation period is about 40 weeks.

The key stages of human foetal development are germinal, embryonic and foetal.

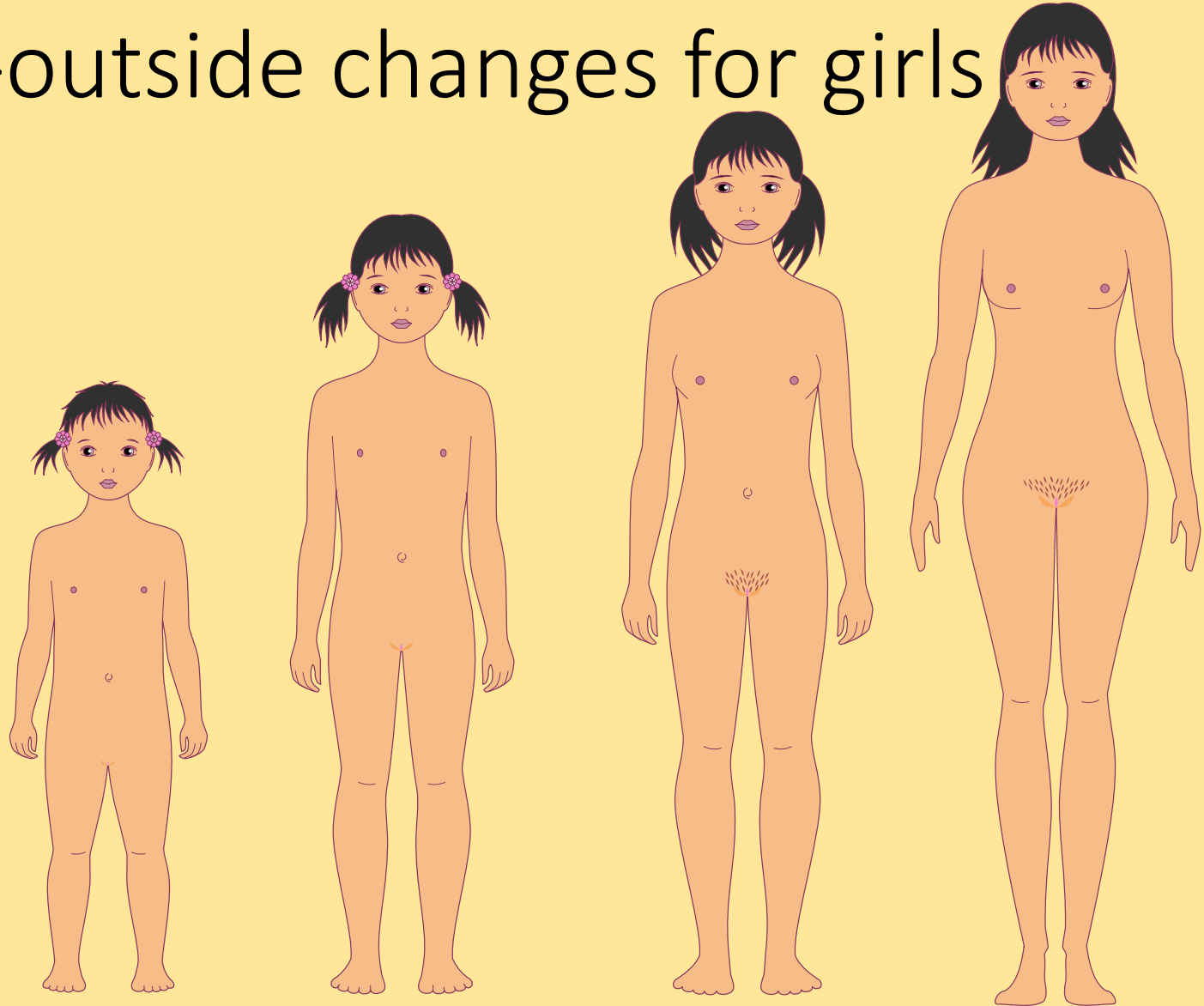
# So, what are we teaching and when?

## Year 6-

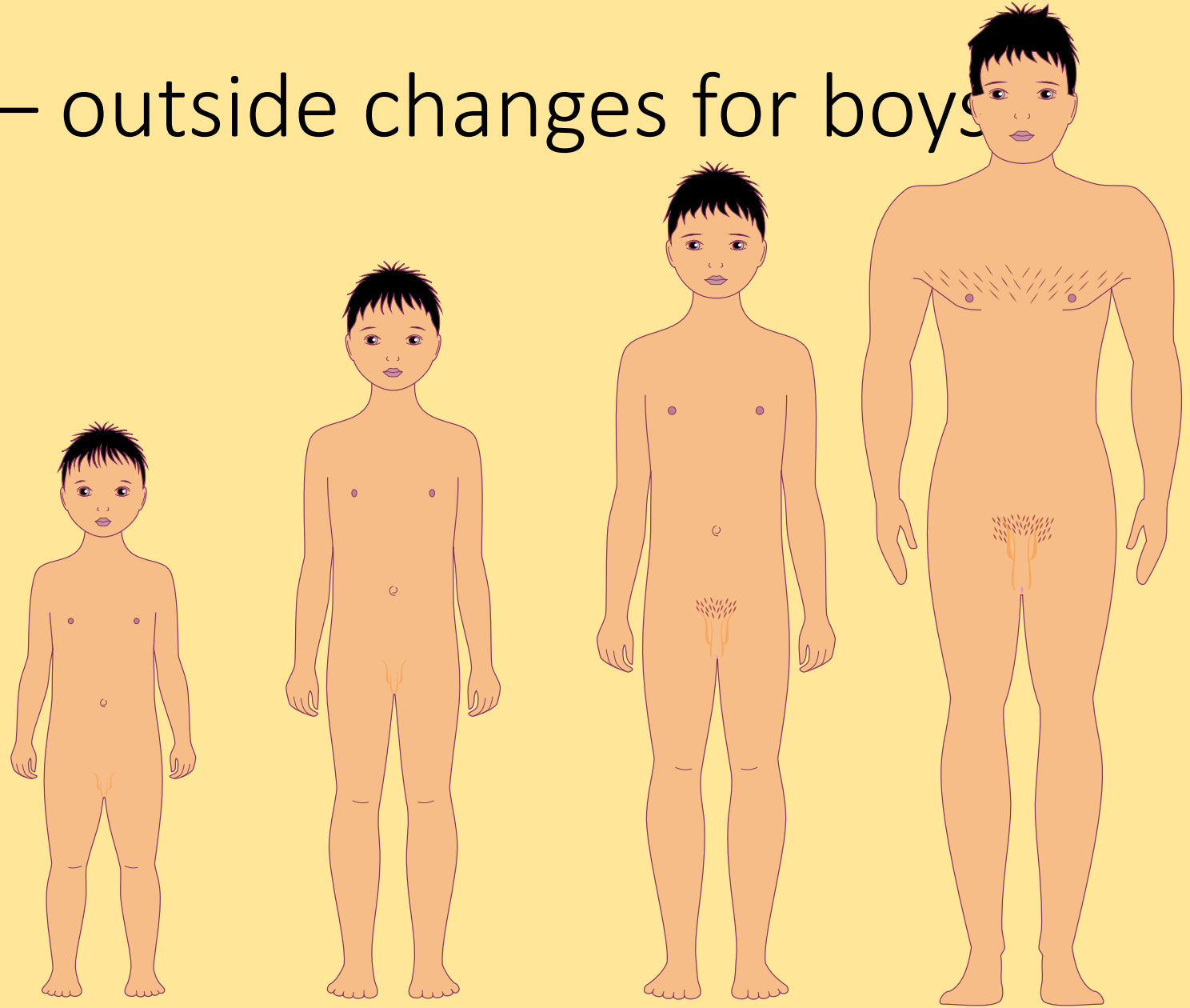


	Concept	Vocabulary
Lesson 1	Self esteem/ self care	Body image, filtering, hygiene
Lesson 2	describe how a baby develops from conception through the nine months of pregnancy	Pregnancy, Embryo, Foetus, Placenta Umbilical cord, Labour, Midwife
Lesson 3	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend (Keeping ourselves safe online- messages/ pictures)	Attraction, Relationship, Pressure, Love
Lesson 4	be aware of the importance of a positive self esteem and what I can do to develop it	Self-esteem, Negative body-talk, Choice Feelings/emotions, Challenge, Mental health
Lesson 5	Additional session with school nurse Gender separate sessions with school staff	

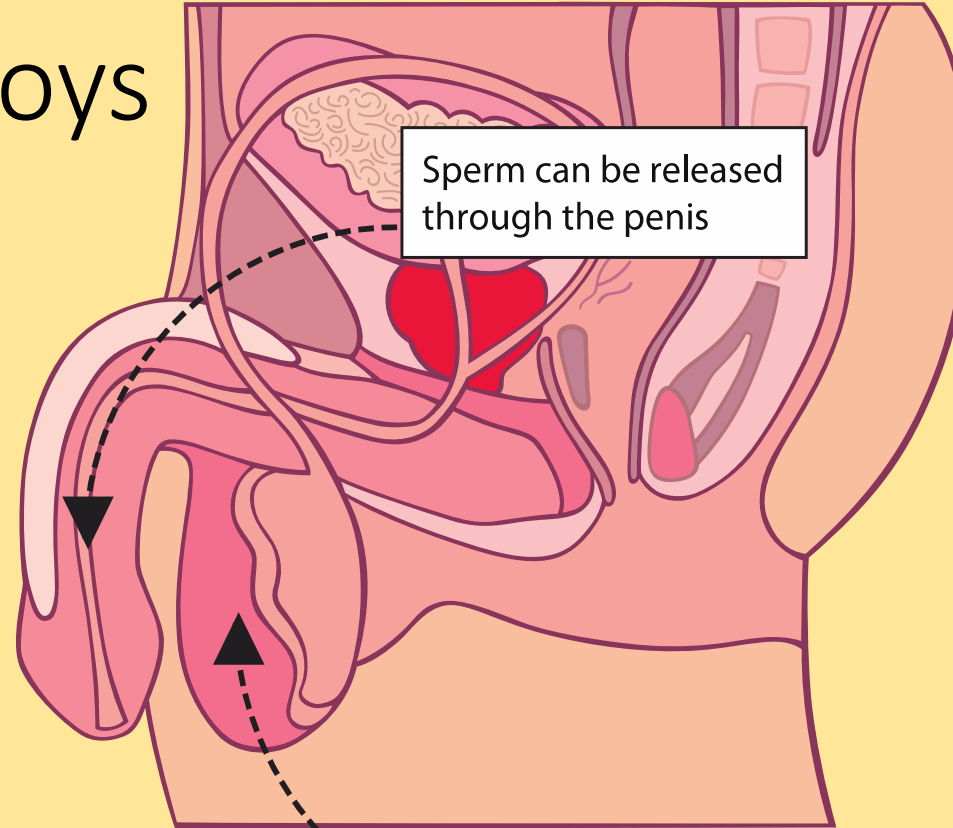
# KS2 resource -outside changes for girls



# KS2 resource – outside changes for boys



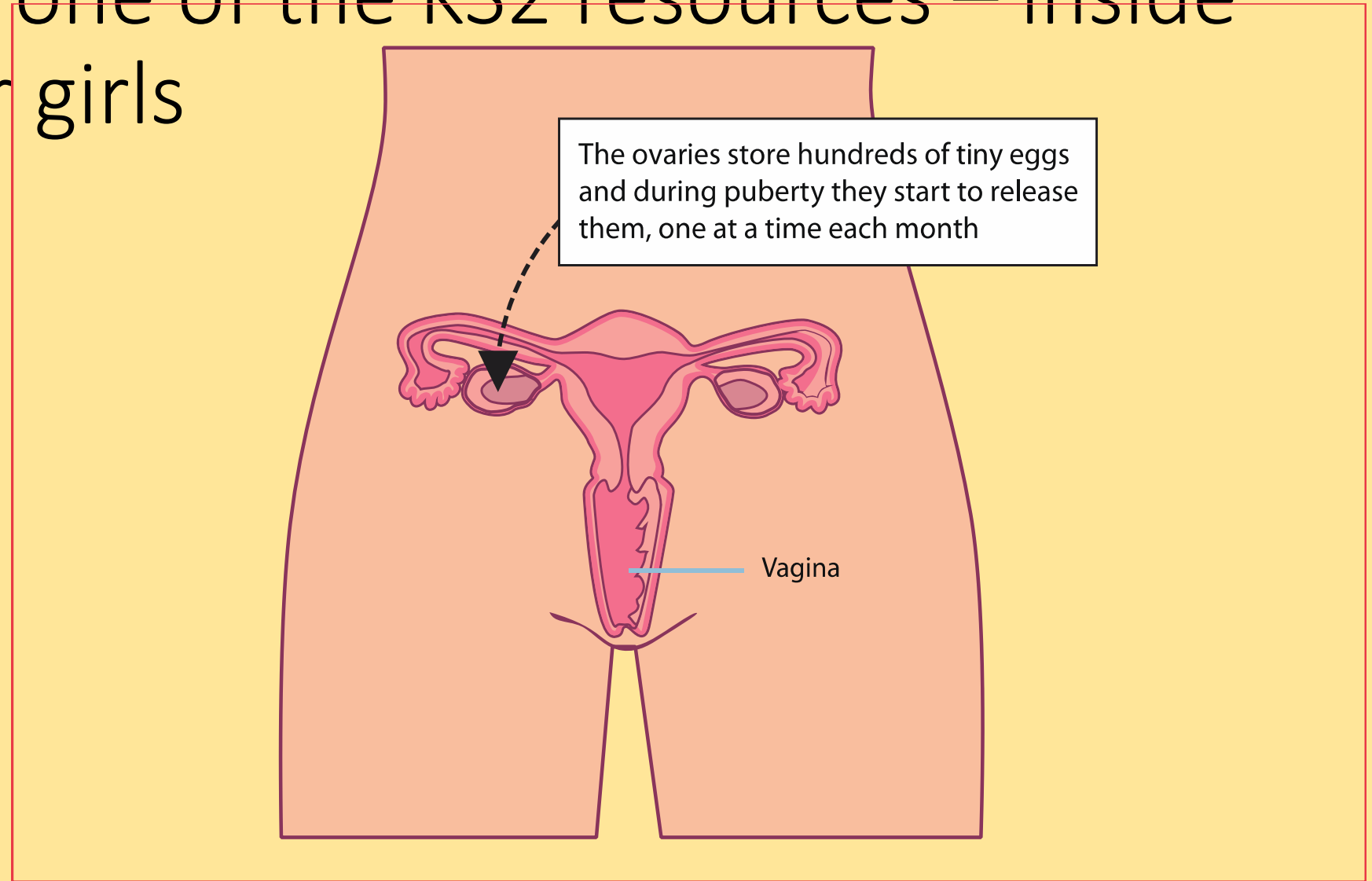
# Example of one of the Ks2 resources – inside body changes for boys



Sperm can be released through the penis

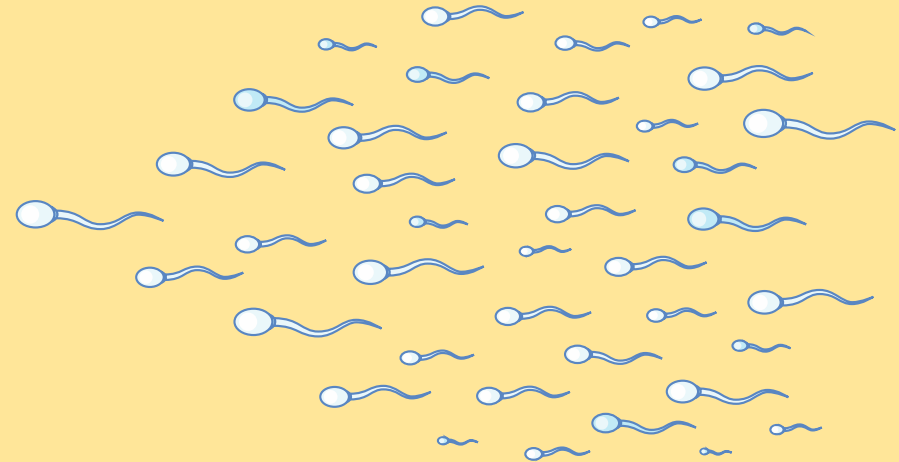
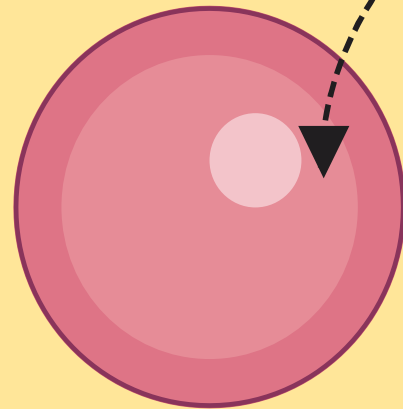
The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing

# Example of one of the KS2 resources – inside changes for girls

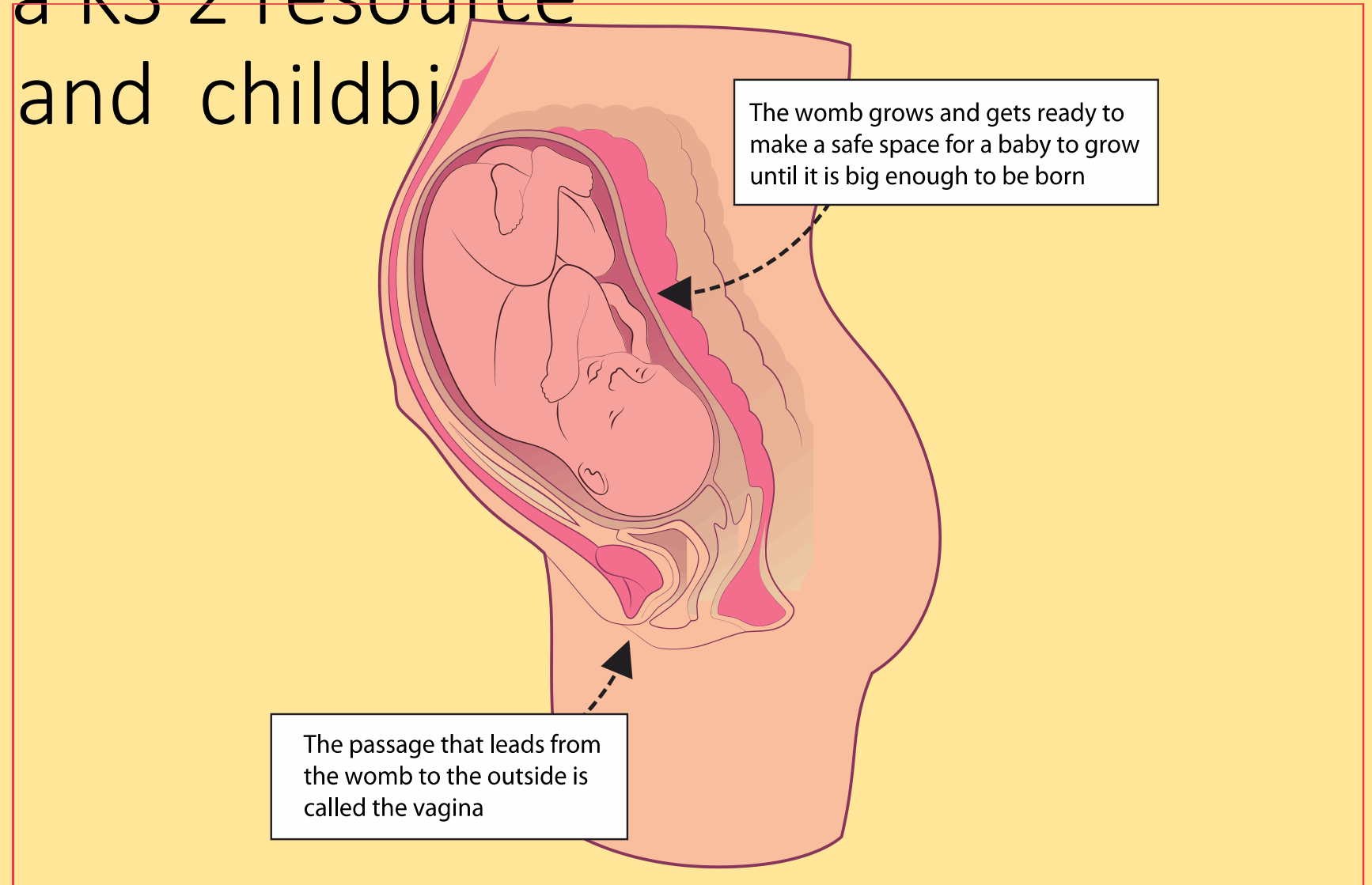


# Example of a KS2 resource - conception

When one of these eggs joins with a sperm it will start to grow into a baby



# Example of a KS 2 resource conception and childbi



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

