
INFORMATION FOR
PARENTS AND
CARERS ABOUT
RELATIONSHIPS,
SEX & HEALTH
EDUCATION.



Highwood Primary School
Promoting Resilience - Achieving Potential

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.
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WHAT IS PSHE?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future.

As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. At Highwood Primary School we teach PSHE through a scheme called **Jigsaw**.

WHAT IS JIGSAW?



A whole-school PSHE programme comprising:

- A comprehensive and completely original scheme of work 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.
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WHOLE-SCHOOL APPROACH FROM NURSERY TO YEAR 6

Being Me in My World

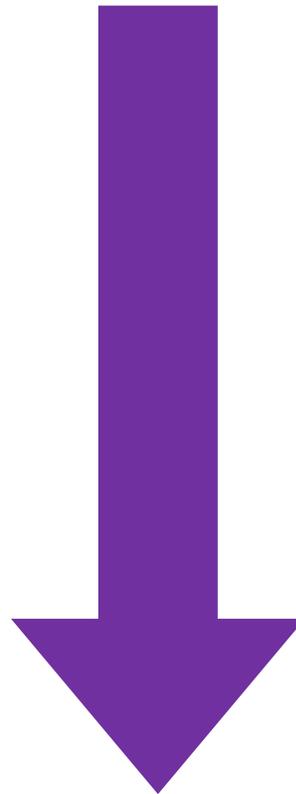
Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me



Relationships

Values

Mental health

Self-esteem

Social skills

**Safeguarding inc.
Internet safety**

(Golden Threads)

**FURTHER
INFORMATION
ABOUT WHAT IS
TAUGHT IN EACH
JIGSAW UNIT CAN
BE FOUND ON OUR
SCHOOL WEBSITE-
PSHE CURRICULUM
PAGE.**

Highwood Primary School

Jigsaw PSHE Curriculum Overview.

EYFS and Key Stage 1

Year	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
N	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
R	Setting personal goals Self-identity & worth Positivity in challenges Rules, rights & responsibilities Rewards & consequences Responsible choices Seeing things from others' perspectives	Families & their differences Family conflict & how to manage it (child-centred) Witnessing bullying & how to solve it Recognising how words can be hurtful Giving & receiving compliments	Difficult challenges & achieving success Dreams and ambitions New challenges Motivation & enthusiasm Recognising & trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling & healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself & others Healthy & safe choices	Family roles & responsibilities Friendship & negotiation Keeping safe online & who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family & friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition to Year 4.
1	Being part of a class team Being a school citizen Rights, responsibilities & democracy (school council) Rewards & consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self & others Understanding influences Understanding bullying Problem-solving Identifying how special & unique everyone is First impressions	Hopes & dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love & loss Memories of loved ones Getting on & Falling Out Girlfriends & boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Environmental change Preparing for transition to Year 5.
2	Planning the forthcoming year Being a citizen Rights & responsibilities Rewards & consequences How behaviour affects groups Democracy, having a voice & participating.	Cultural differences & how they can cause conflict Racism Rumours & name-calling Types of bullying Material wealth & happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Relationships with food Healthy choices Motivation & behaviour Body Image	Self-recognition & self-worth Building self-esteem Safer online communities Rights & responsibilities online Online gaming & gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self & body image Influence of online and media on body image Puberty for girls Puberty for boys Conception to birth Growing responsibility Coping with change Preparing for transition to Year 6

Compulsory status of RSE and Health Education



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

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

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

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

Ratified by House of Lords 24 April 2019

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

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

But Sex Education is at school's discretion

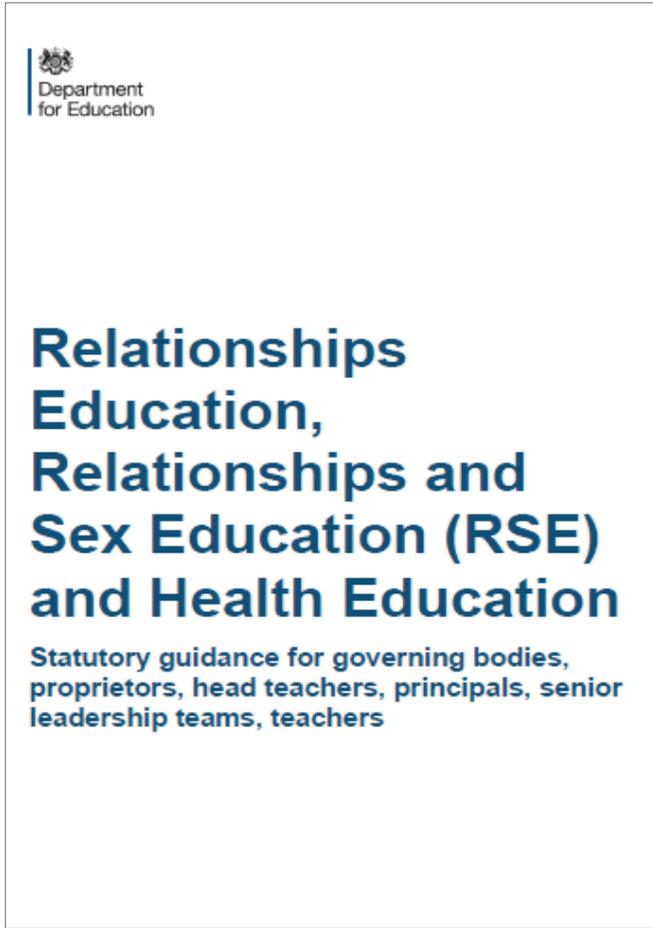
SECONDARY

RELATIONSHIPS EDUCATION IS COMPULSORY

SEX EDUCATION IS COMPULSORY

HEALTH EDUCATION IS COMPULSORY

What are the expectations for Primary Relationships Education?



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

WHAT THE DFE RSE 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

What are the expectations for Primary Health Education?



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

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

- 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)
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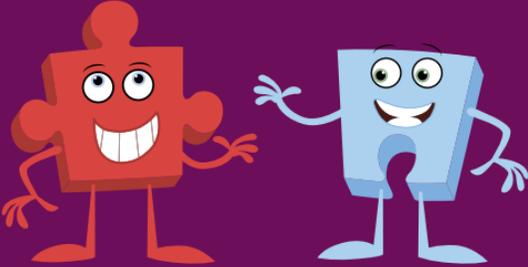
INFORMATION LEAFLET FOR PARENTS/CARERS

The following leaflets are available on our school website:

- 1) What is Jigsaw, the mindful approach to PSHE (ages 3-11)? A guide for parents and carers.
- 2) Relationships Education, Health Education and Sex Education in the Primary School. How does Jigsaw, the mindful approach to PSHE (ages 3-11) approach these subjects?
- 3) Including and valuing ALL children What does Jigsaw teach about LGBTQ issues?



Including and valuing ALL children
What does Jigsaw teach about LGBTQ+ relationships?



www.jigsawpshe.com | +44 (0)1202 377192

What does Jigsaw PSHE teach about LGBTQ+ relationships and why?

1) Jigsaw believes all children should feel included

Jigsaw is underpinned by the philosophy to value every child as a unique human being, to enable everyone to feel included and to celebrate difference, thus developing empathy, compassion and respect for self and others.

We believe that school is a place where all children should feel safe and respected.

Part of this is helping children to understand there are many differences and similarities between people and that this can be positive rather than a source of negativity, bullying or discrimination.

Jigsaw talks about children and people as being of equal value, without labels, and considers the qualities most important in human beings. It unpacks stereotypes and influences and helps children become mindful, aware of their thoughts and feelings and the impact these may have.

Families

One of the differences children will be familiar with is family composition.

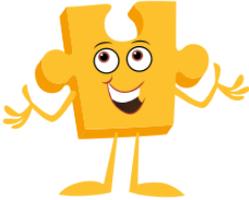
There are many family situations; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBTQ+. We believe the gender identity and sexual orientation of parents and family members is what it is. This is their business, no-one else's, and in children's eyes is insignificant as these are the people they love and who love and care for them.

Jigsaw therefore makes every effort to reflect a wide range of families in its images so that all children can resonate with their own experience of 'family'. No child should ever be made to feel less accepted, or that their family is any less loving and caring than another. Careful treatment is given to this work in Jigsaw to avoid children being at risk of picking up 'hidden messages that may suggest to them their family is 'not as good as' or 'not right'.

Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. Jigsaw works hard to ensure its materials are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way).

The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be.

Jigsaw's lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.



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PUBERTY

What should children know about puberty?

1. Correct names for the parts of the body including genitalia.
 2. How their bodies will change during puberty.
 3. How to manage these changes and practicalities.
 4. Why these changes need to happen.
 5. How and where to ask for help if needed.
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SEX EDUCATION

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**'.

SEX EDUCATION

Highwood Primary School believes that children need accurate information on human reproduction BEFORE they go to Secondary school.

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.

In Jigsaw SEX education is about human reproduction, not about sexual activity.

WHAT ARE THE EXPECTATIONS FOR SCIENCE RELATED TO SEX EDUCATION?

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.
Year 5	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. Describe the changes as humans develop to old age.
KS3	Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones) gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
KS4	Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). Hormones in human reproduction, hormonal and non hormonal methods of contraception.

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.

DO PARENTS HAVE THE RIGHT TO EXCUSE THEIR CHILDREN FROM SEX EDUCATION?

Parents **do not** have a right to withdraw their child from **relationships education** and **health education**.

Parents **do have** a right to request that their child be excused from **additional sex education**
(except mandatory national curriculum science).

CHANGING ME UNIT- YEARS 3 & 4 TAUGHT IN SUMMER 2

**WHAT LESSONS CAN I
WITHDRAW MY CHILD
FROM?
(THESE ARE HIGHLIGHTED
IN YELLOW).**

Years 3 & 4 Changing Me Unit (Summer 2).

Year	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
3	How Babies Grow Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby . Express how I feel when I see babies or baby animals.	Babies Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my <u>family</u>	Outside Body Changes Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feeling.	Outside Body Changes Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.	Family Stereotypes Start to recognise stereotypical ideas I might have about parenting and family roles. Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.	Looking Ahead Identify what I am looking forward to when I move to my next class start to think about <u>changes</u> I will make next year and know how to go about this.
4	Unique me 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. Appreciate that I am a truly unique human being.	Having a Baby Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult. The choice of having a baby, the parts of men and women that make babies and in simple terms – how this happens. An animation of the female reproductive system is shown.	Girls & Puberty (1.5 hours) Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.	Circles of Change Know how the circle of change works and can apply it to changes I want to make in my life. Am confident enough to try to make changes when I think they will benefit me.	Accepting Change Identify changes that have been and may continue to be outside of my control that I learnt to accept. Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.	Looking Ahead Identify what I am looking forward to when I move to a new class. Reflect on the changes I would like to make next year and can describe how to go about this.

CHANGING ME UNIT- YEARS 5 & 6

TAUGHT IN SUMMER 2

WHAT LESSONS CAN I WITHDRAW MY CHILD FROM?
(THESE ARE HIGHLIGHTED IN YELLOW).

Years 5 & 6 Changing Me Unit (Summer 2).

Year 5	Lesson 1 Self-Image & Body Image	Lesson 2 Puberty for Girls (1.5 hours)	Lesson 3 Puberty for Boys. (1.5 hours)	Lesson 4 Conception	Lesson 5 Looking Ahead (1)	Lesson 6 Looking Ahead (2)
	<p>Be aware of my own self-image and how my body image fits into that.</p> <p>Know how to develop my own self-esteem.</p>	<p>Explain how a girl's body changes during puberty and the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p>	<p>Describe how boys' and girls' bodies change during puberty.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>	<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of new life.</p> <p>Animations shown- the female and male reproductive system.</p>	<p>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (consent).</p> <p>Be confident that I can cope with the changes that growing up will bring</p>	<p>Identify what I am looking forward to when I move to my next class.</p> <p>To think about the changes, I will make next year and know how to go about this.</p>
Year 6	<p>Lesson 1 My Self Image</p> <p>Be aware of my own self-image and how my body image fits into that.</p> <p>Know how to develop my own self-esteem.</p>	<p>Lesson 2 Puberty (2 hours)</p> <p>Explain how a girls' and boys' body changes during puberty and the importance of looking after myself physically and emotionally.</p>	<p>Lesson 3 Conception to Birth (2 hours)</p> <p>Describe how a baby develops from conception through the 9 months of pregnancy and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p> <p>The story of pregnancy and birth . Animations shown- the female and male reproductive system.</p>	<p>Lesson 4 Boyfriends and Girlfriends.</p> <p>I understand how being physically attracted to someone change the nature of the relationship and what that might mean about having a boyfriend or girlfriend.</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressurised into something I don't want to.</p>	<p>Lesson 5 Looking Ahead (1)</p> <p>Be aware of the importance of positive self-esteem and what I can do to develop it.</p> <p>Express how I feel about my self-image and know how to challenge negative body- talk.</p>	<p>Lesson 6 The Year Ahead</p> <p>Identify what I am looking forward to and what worries me about the transition to secondary school.</p> <p>Know how to prepare myself emotionally for the change next year.</p>

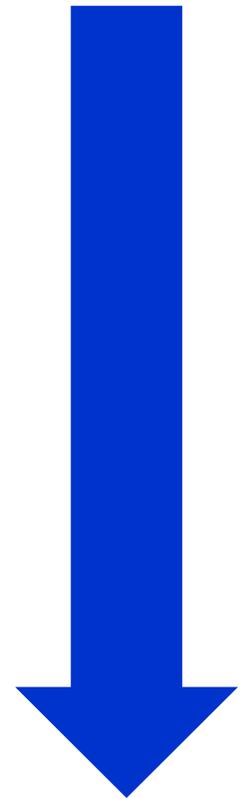
WHAT RESOURCES WILL BE USED?

- These will be age appropriate.
 - Scientific animations will be used when teaching about puberty and sex education.
 - Teachers choose the skin tones to ensure diversity is reflected across the curriculum.
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The new Ofsted framework (May 2019).

Schools will be inspected using these key judgements and the provision of Relationships and Health Education will feed into this process in particular regard to Personal Development, but also in regard to Safeguarding which a judgement that runs across the whole Inspection framework.

Safeguarding



Judgements:

- 1. Quality of education**
- 2. Behaviour and attitude**
- 3. Personal development**
- 4. Leadership and management**



MORE
INFORMATION
ABOUT OUR
PSHE
CURRICULUM.

On our school website you will find the following:

- Our curriculum map which details what will be taught in each year group.
- Our PSHE policy.
- Jigsaw- parent/carer information leaflets.

OUR FINAL THOUGHT.

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

KEEPING CHILDREN SAFE
