



Relationships and Sex Education Policy

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**Member of staff responsible
for this policy in consultation
with staff and governors:**

Lorna Mallett

**Governing Body Committee
responsible for review:**

Children and Learning

Date of next review:

Autumn 2026

Ratified by Governing Body:

Autumn 2023

1. Introduction

At Westfields Infant School, we believe that Relationships and Sex Education (RSE) is not regarded as a subject in its own right but it is a carefully planned and delivered element of our Personal, Social, Health and Economic Education (PSHE) curriculum (see Appendix 1) as recommended by Hampshire Education Committee and the Department for Education (DfE). Well-planned and age-appropriate RSE helps to equip children with the factual information, skills and confidence to manage and move through their lives.

At Westfields Infant School, we are committed to promoting well-being alongside safe and healthy lifestyles. Effective RSE needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment.

We believe our role of the school is to provide an environment where the children can discuss the subject so that they are prepared for the responsibilities and experiences of EYFS, KS1 and beyond. Teachers are in an ideal position to help children understand growth and development alongside our Science Curriculum, as well as help the children feel comfortable discussing feelings related to relationships and changes in their lives.

2. Aims

The aims of RSE at our school are to:

- provide a framework in which sensitive discussions can take place;
- help children learn the skills to build positive and healthy relationships;
- help children to develop feelings of self-respect and confidence so that they can set goals for themselves;
- teach children that all families are different and that all children are unique;
- teach children the correct vocabulary to describe themselves, their bodies and life cycles.

3. Statutory Requirements

As a maintained primary school, we must provide relationships education and health education (see Appendix 2) to all children as per section 34 of the Children and Social Work Act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the Science Curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#). At Westfields Infant School, we teach RSE as set out in this policy.

4. Definition

RSE in infant schools is about the emotional, social and cultural development of individual pupils. It involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values as well as develop their self-esteem and confidence to view themselves in a positive way.

The Department for Education defines Relationships Education as: 'Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.'

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children (families can include for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Relationship and Health Education is compulsory in all primary schools and Sex Education is currently not compulsory. At Westfields Infant School, our provision focuses on the sex education elements of the National Curriculum for Science for KS1 which is statutory.

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 - as part of this, we will use the correct terminology for naming the internal and external genitalia. The following words will be used: penis, testicles, vulva, vagina and anus. These words will be taught explicitly, in an age-appropriate way, within Science lessons in KS1 as they are a statutory requirement in relation to the Science Curriculum however, they will also be discussed within PSHE lessons. To support our children's safety, it is vital for our children to be able to name parts of their body using the correct terminology. As a whole school we will use these words, where appropriate, as part of our day to day life to normalise the use of this terminology.

Year 2

- Know that animals including humans, move, feed, grow, use their senses and reproduce - this includes observing and learning about the life-cycles of frogs, chickens and butterflies from Reception through to Year 2 as well as identifying the stages of human growth. This will include the following vocabulary - egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog. Growing into adults will include reference to baby, toddler, child, teenager, adult.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

5. Delivery of RSE within PSHE

Our chosen main resource to deliver our Relationships and Sex and Education is through 'Jigsaw' which is a whole school approach that brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. The content of our RSE curriculum delivered through Jigsaw is set out below:

Reception	Year One	Year Two
<ul style="list-style-type: none">• Self-identity• Being Special• Families• Making Friends• Being a good friend• Standing up for yourself• Seeking help• Bodies• Respecting my body• Growth and change	<ul style="list-style-type: none">• Feeling special and safe• Belonging to a family• Making new friends• Being a good friend• Qualities as a friend and person• Being a good friend to myself• Celebrating special relationships• People who help us• Linking health and happiness• Physical contact preferences• Changes in me• Changes since being a baby• Differences between female and male bodies (correct terminology)	<ul style="list-style-type: none">• Increasing independence• Assertiveness• Different types of family• Making new friends• Friendship and conflict• Secrets• Trust and appreciation• Expressing appreciation for special relationships• Celebrating difference and remaining friends• Understanding bullying• Standing up for self and others• Physical contact boundaries• Gender diversity – female and male• Assumptions and stereotypes about gender• Differences in female and male bodies (correct terminology)

6. Roles and Responsibility-

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- engaging in CPD to ensure they are confident in subject content;
- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual children (in particular SEN and vulnerable children).

Staff do not have the right to opt-out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher.

The Governing Body

The Governing Body will approve the RSE policy and hold the Executive Headteacher to account for its implementation. They have delegated the approval of this policy to the Children and Learning Committee.

Children

As part of our rich, relevant broad and balanced curriculum, children are expected to engage fully in RSE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

7. Working with Parents

At Westfields Infant School, we highly value our partnerships with parents through our open and respectful culture. We recognise and respect that, through mutual understanding, trust and co-operation, children will gain lifelong skills and understanding. In promoting this objective, we:

- inform parents about the school's RSE Policy and practice;
- have an open-door policy to encourage communication, collaboration, support, feedback and discussion;
- understand that parents do not have the right to withdraw their children from relationships and health education.

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Executive Headteacher / PSHE Co-ordinator will also invite visitors from outside the school, such as school nurses to provide training to staff regarding the teaching of RSE if and when appropriate. In addition to this, we look for opportunities for these external professionals to provide workshops and support.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Co-ordinator and Curriculum Co-ordinator through planning monitoring, learning walks and pupil conferencing. Children's development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE Co-ordinator every three years

Appendix 1: PSHE Long Term Overview



Personal, Social, Health and Economic Education Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Being Me in My World Understanding that we are part of a class and that we have similarities and differences, starting to recognise our feelings, enjoying working with others and knowing why we should be kind and use gentle hands towards others.	Celebrating Differences Knowing some things that we are good at, knowing that being different makes us special, knowing that we are similar in some ways, beginning to talk about how to be a good friend and knowing which words to use if someone is being unkind to us.	Dreams and Goals Thinking about times when we haven't given up, setting goals and working towards them, practising using kind words to help others and talking about how we feel when we have achieved a goal.	Healthy Me Understanding that exercise keeps bodies healthy, identifying healthy and not so healthy foods, knowing how to help go to sleep, understanding why sleep is good, washing hands thoroughly and understanding why this is important and knowing what a stranger is and how to stay safe if a stranger approaches.	Relationships Knowing how to make friends to stop ourselves from feeling lonely, thinking of ways to solve problems and stay friends, starting to understand the impact of unkind words and knowing how to be a good friend.	Changing Me Naming parts of the body, explaining some things we can do and foods we can eat to be healthy, understanding that we all grow from babies to adults, expressing how we feel about moving to Year 1, talking about worries and/or the things we are looking forward to about being in Year 1 and sharing memories of this year in Reception.
Year 1	Being Me in My World Discussing how we are a valuable member of the class, thinking about how we can make those around us happy and recognising that adults in school work hard to keep us safe.	Celebrating Differences Recognising how we are similar and different to our friends, beginning to understand how it might feel to be bullied, knowing how it feels to make a new friend and knowing that we are all different and begin to understand this makes us all special.	Dreams and Goals Setting a goal and beginning to work out how to achieve it, beginning to understand how we can work well with a partner, understanding how our learning can be stretched by trying new things and telling people about obstacles we may have when trying a challenge.	Healthy Me Understanding the difference between healthy and unhealthy, knowing how to keep ourselves clean and healthy, knowing that household products, including medicines can be harmful, recognising how to keep safe when crossing roads, identifying some ways to keep ourselves safe and healthy.	Relationships Identifying members of our families, understanding that there are many different types of families, identifying what being a good friend means, knowing appropriate ways of physical contact to greet friends and knowing which ways we prefer, knowing who can help us in the school community and recognising our qualities as a person and a friend.	Changing Me Understanding that changes happen as we grow, knowing that changes are normal and that sometimes they will happen whether we want them to or not, understanding that growing up is natural and that everybody grows at different rates, respecting our body, understanding which parts are private and knowing some ways to cope with changes.

<p>Year 2</p>	<p>Being Me in My World Recognising when we feel worried and identify who we can ask to help them, identifying how to help make the class a safe and fair place to learn and learn to work cooperatively.</p>	<p>Celebrating Differences Beginning to understand that people can make stereotypes about boys and girls, understanding that we share similarities and differences with others, beginning to explain how somebody who is being bullied might feel, identifying how to get help if we are being bullied and understanding that people are unique and are all special.</p>	<p>Dreams and Goals Choosing a realistic goal and persevering to achieve it even though it might be tricky, recognising who we work well with and who it is more difficult to work with, working well in a group and explaining how we achieved this and knowing how to share success with other people.</p>	<p>Healthy Me Knowing what we need to keep our body healthy, explaining when we might feel relaxed or stressed, understanding how medicines work and how important it is to use them safely, sorting foods into the correct food groups, identifying which foods bodies need to stay healthy and deciding which food bodies needs for energy.</p>	<p>Relationships Identifying the different members of our families, understanding our relationships with each of them, knowing why it is important to share and cooperate, understanding that there are many forms of physical contact within a family and that some of this is acceptable and some is not, understanding that sometimes it is good to keep a secret and sometimes it is not good to keep a secret and recognising and appreciating people who can help us in our family, our school and our community.</p>	<p>Changing Me Identifying people we respect who are older than us, recognising how our body has changed since being a baby and where we are on the continuum from young to old, recognising the physical differences between boys and girls and using the correct names for parts of the body, understanding there are different types of touch and tell which ones we like and don't like, starting to think about changes we will make when we are in Year 3 and knowing how to go about this.</p>
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Appendix 2 – DFE - Relationships and Health Education – What pupils should know by the end of primary

RELATIONSHIPS EDUCATION: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

HEALTH EDUCATION: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body	<ul style="list-style-type: none">• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• About menstrual wellbeing including the key facts about the menstrual cycle.



The mindful approach to PSHE

**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?**

Information for parents and carers



Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education) is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

We, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and schools must fulfil their statutory duties.

What are the aims of Relationships Education, Sex Education and Health Education in the primary school?

The opening paragraph of the Department for Education guidance states:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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, 2019, Relationships Education, Relationships and Sex Education and Health Education)

What must primary schools teach in Relationships Education, Health Education and Sex Education?

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education

Families and people who care for me

Caring Friendships

Respectful Relationships

Online Relationships

Being safe

Health Education

Mental wellbeing

Internet safety and harms

Physical health and fitness

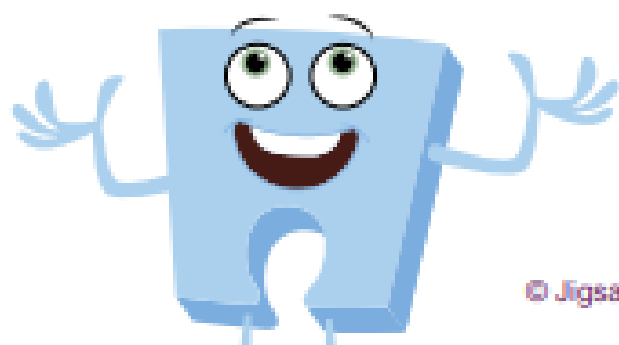
Healthy Eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body



This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The **National Curriculum for Science** (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do **NOT** have the right to withdraw their children from these subjects.

It is up to primary schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science.

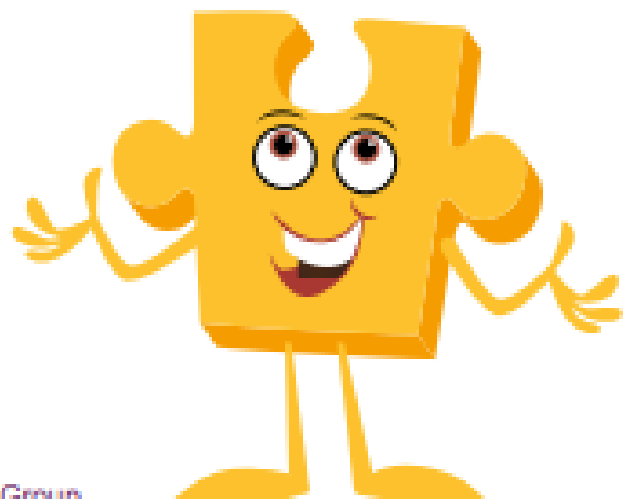
If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The school will share its position on teaching Sex Education with parents/carers through its policy, and if relevant will make clear which lessons they can request their child is withdrawn from, i.e. which lessons constitute this additional Sex Education, if any.

The Jigsaw PSHE Programme includes lessons on **ALL** aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. Schools using Jigsaw decide on whether to use these lessons in their RSHE Programme, to cover this subject matter in NC Science or not to include them for their children, and this will be reflected in the policy.

At Jigsaw, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.



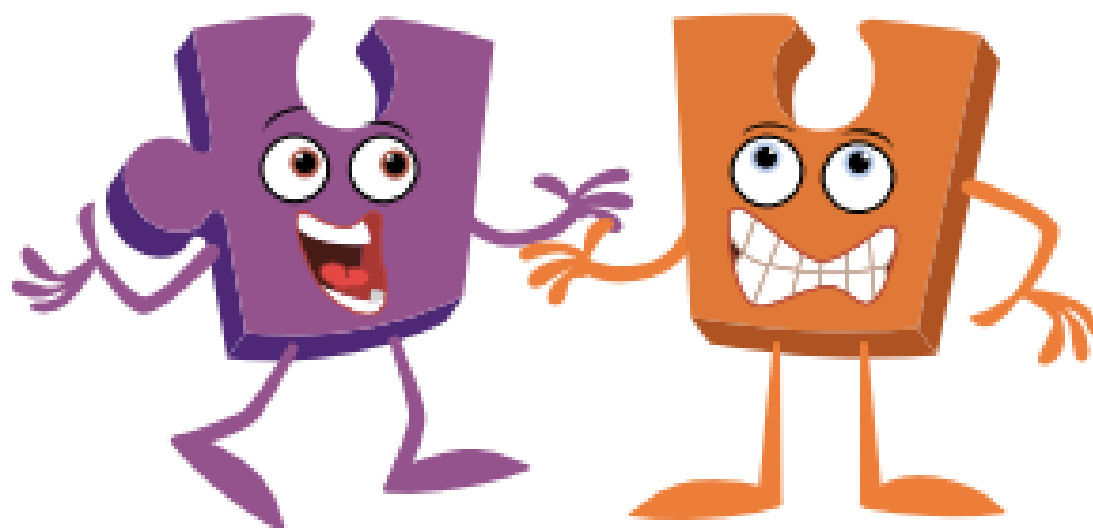
Why is this RSHE curriculum needed?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be "too little, too late and too biological". This is one of the many reasons why the Department for Education made Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

If you have any questions...

- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE. Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.



What about LGBT+ issues?

There has been much mis-information in the media about how LGBT+ issues are taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this. Your child's school can make this available to you on request.

Jigsaw firmly stands by its position that EVERY child is valued and special.

More about Jigsaw, the mindful approach to PSHE?

Jigsaw PSHE is a comprehensive and completely original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six Puzzles (units):

Being me in My World

Celebrating Difference

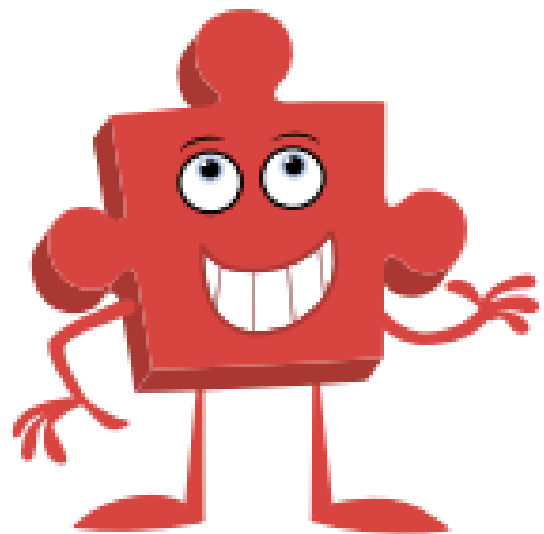
Dreams and Goals

Healthy Me

Relationships

Changing Me,

each with six lessons.



These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.

What will my child actually be taught about puberty and human reproduction?

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's agreed programme.

The Changing Me Puzzle is all about coping positively with change and includes:

Ages 3-5 Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies; correct names for body parts.

Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Brief introduction to puberty and menstruation.

Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation is revisited with more detail. Conception explained in simple terms.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams. Each school will carefully check the content each year and make any adaptations they feel are appropriate in line with their policy.



How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.

- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school. We may feel that they know too much, when actually ignorance is the enemy of innocence.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

We hope you found this information helpful.
If you would like to know more about
Jigsaw PSHE ask your child's school or
visit the Jigsaw website
www.jigsawpshe.com



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