

Relationships, Sex and Health Education

Parent and Carers Consultation



Monday 21st June 2021

Housekeeping

- Quiet, private space
- Please mute your microphone
- Please put your cameras on
- Responses & questions are via 'chat' or raising hand at the end of the session

Welcome!

Please mute your microphone to reduce background noise.



The children start with the Being Me In My World piece in September and they complete a new piece each half term.





For the half term, our
Jigsaw unit is
'Changing Me'

Statutory guidance

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

The guidance had not been updated for approximately 20 years.

Jigsaw meets all the expectations of the DfE guidance.

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

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’

**Sex Education will not be taught at our school.
It will be taught when the children are in KS2 at the Junior School.**

National Curriculum for Science at KS1

- 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

This is the content that the children will be learning about within their Jigsaw lessons.

All of this falls within the statutory Health Education guidance

Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle		
Reception	Growing Up	How we have changed since we were babies
Year 1	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
Year 2	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?

Terminology that will be used in Changing Me unit

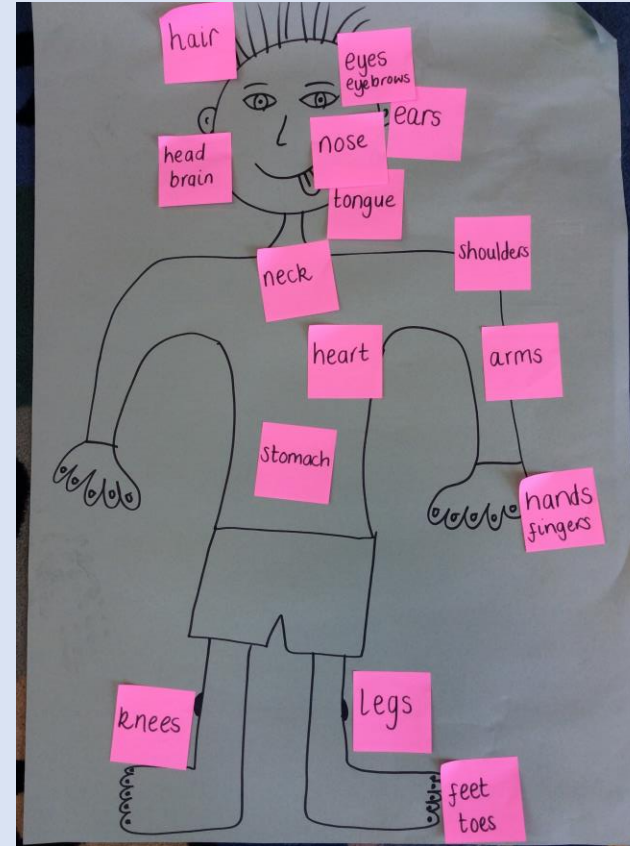
Reception	Year 1	Year 2
Changes Body parts such as: arms, legs, forehead, ears etc Baby Grown-up Adult Feelings: Worried, excited Memories	Changes Male Female Vagina Penis Anus Breasts Life cycle Baby Growing up Mature Change Feelings: Anxious, worried, excited Coping	Changes Male Female Vagina Penis Testicles Anus Breasts Respect Independent Freedom Public/Private Touch Cuddle/Hug Like/Dislike Acceptable/Unacceptable Comfortable/Uncomfortable Looking forward Feelings: Excited Nervous Anxious Happy

It is important to teach the scientific names for the body parts for safeguarding reasons.

In Reception:

The children will:

- Use the labels to label these body parts
- Briefly talk about how the children have already changed from being a baby to now.
- Talk about visible features as well as abilities
- Order the pictures from youngest to oldest



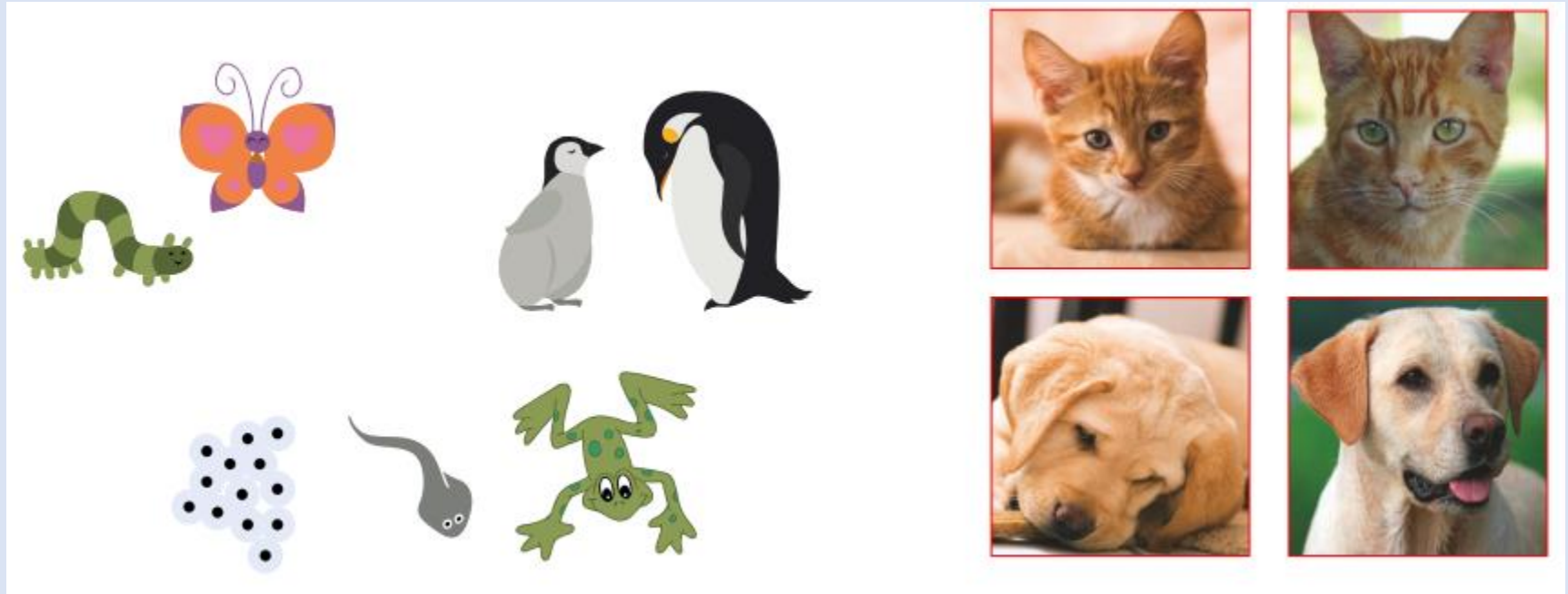
Example from a Reception class in our school.



In Year 1:

The children will:

- Discuss life cycles and arrange the pictures in the correct order



In Year 1:

The teacher will:

- Ask the children to name the body parts and will supplement any names that they do not know.
- Explain that these are the parts we keep private - and we don't usually show them or talk about them, so we might feel a bit embarrassed or shy.
- Invite the children, if they wish, to share the family names they use at home for these parts. Emphasise that 'family names' for these parts are OK to use sometimes, but it is also important that everyone knows the proper names as well and at school we will use the proper names.
- Reinforce that our private parts are those parts that our swimsuits or underwear cover.
- Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.

We are unable to publish the Jigsaw copyright material on our website. If you would like to see a hard copy of the materials please contact Mrs Simpson or Miss Ashbee.

In Year 1:

The children will:

- Be given two large overlapping circles labelled: Male, Female, Both.
- Work in pairs to place the cards in the appropriate space.
- After the sorting activity establish why it is important to use the correct names for parts of the body and ask the children to make sure that at school, they use the words penis, testicles, vagina, rather than family words they may use at home.
- Discuss when it is and isn't OK to talk about these private body parts:
 - With Mum and Dad?
 - With friends, brothers, sisters?
 - On the playground?
 - With older relatives?
 - With visitors at home?
 - At the doctors?

We are unable to publish the Jigsaw copyright material on our website. If you would like to see a hard copy of the materials please contact Mrs Simpson or Miss Ashbee.

In Year 2:

The teacher will:

- Draw an outline of 2 child-sized bodies. From the outlines, ask if we can we tell whether they are boys or girls?
- Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines.
- Discuss a laundry basket with a full set of girls' and boys' clothes, including underwear. They will produce one item at a time and ask a child to place it where it belongs on one of the two figures. As the children do this they will distinguish three possible functions of clothes – to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils.
- Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar).
- Discuss gender stereotypes and establish that private body parts is one way you can differentiate boys from girls.

We are unable to publish the Jigsaw copyright material on our website. If you would like to see a hard copy of the materials please contact Mrs Simpson or Miss Ashbee.

Can parents withdraw their children from RSE?

From September 2020...

(Government guidance 2019, page 17)

“Parents have the right to request that their child be withdrawn from **some or all of sex education delivered as part of statutory RSE”.**

NOT from Relationships or Health Education or from the National Curriculum for Science.

If you wish to discuss this further, please consult Mr Baxter or Mrs Simpson.

We really hope you have found this session
informative and helpful.

If you have any questions, please feel free to contact
Mrs Simpson or Miss Ashbee through the office email
address, referencing 'RSE Talk 2021'.

office@christchurchinf.dorset.sch.uk

