WELCOME!
INFORMATION FOR PARENTS AND CARERS
RELATIONSHIPS & SEX EDUCATION
2020-21

OUR SCHOOL AND HOME PARTNERSHIP

We aim to inform you of:

the school's legal obligations on Relationships and Sex Education (now and from 2020)

your rights as a parent/carer

how, what, why and when we intend to teach children

WHERE AND WHEN?

Where and when did *you* learn about relationships and sex?

Was this the best way?

Was there anything that you didn't understand?

Was there anything you were frightened about?

Has the world changed since then???

THINGS TO CONSIDER ABOUT TODAY:

The internet

Television

Social media

Other media

Friends

Family

School

RECOGNISE THESE LYRICS? CAN YOU GUESS WHERE THEY'RE FROM?

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

LITTLE MIX – SHOUT OUT TO MY EX
DO YOUR CHILDREN SING ALONG TO IT?

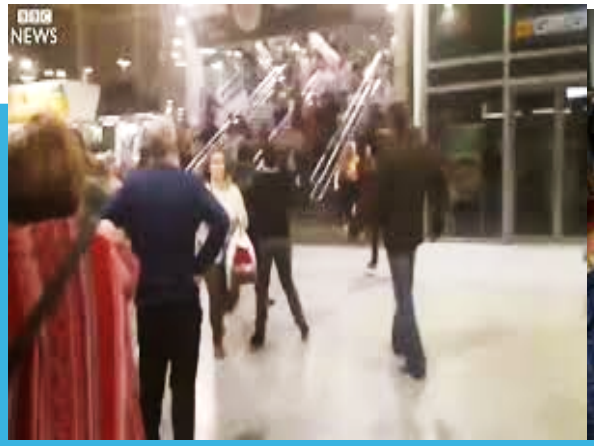
WHAT ARE THE 'MESSAGES' IN THESE ADVERTS? DO YOUR CHILDREN SEE ADVERTS ON TV OR YOUTUBE?

WHAT MESSAGES ARE IN THESE TV SCENES?

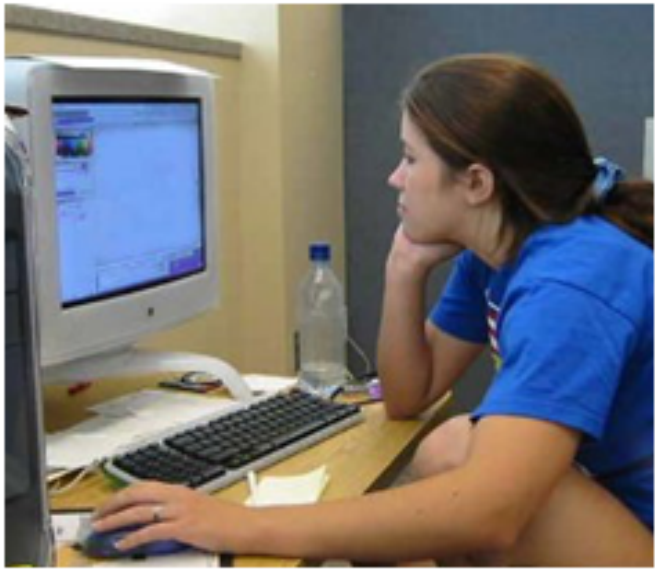
Hollyoaks – Finn and Amber are both 12

Eastenders

The News; Manchester Arena attack



Chat Rooms/Forums – do your children communicate with 'strangers' on Minecraft or Roblox?



I go to Corner Street...

Hi. My name's Jenny I like your pic 😊
What school do you go to?

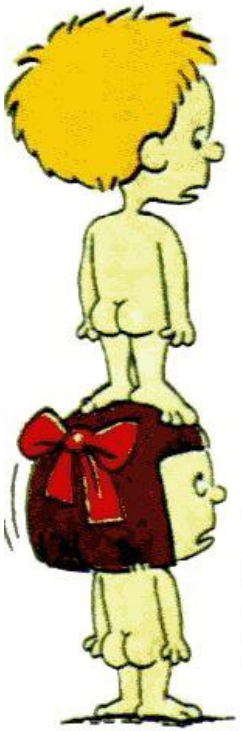
REMEMBER, WE ARE EDUCATING CHILDREN TO LIVE IN THE 'REAL WORLD' WITH ALL ITS COMPLEXITIES.

When it comes to sex, children's heads are probably not empty – but may be full of half-truths and what they've heard from 'other people'

We do need to look at things from a child's point of view, and not from our own knowledge of sex and relationships

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

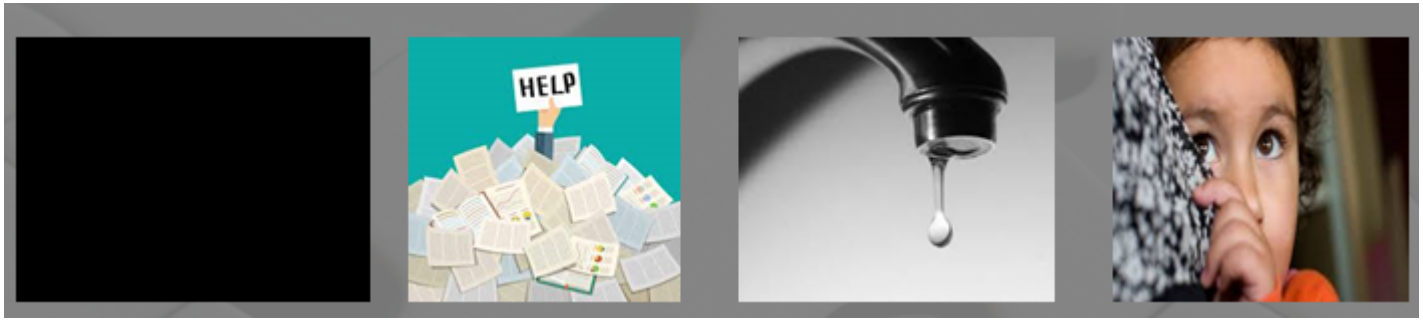
HMM ...



OK, So we've taken off our clothes and I'm on top of you - how long before we get that orgasm thing?

I don't know but now I understand why mummy has a headache all the time!

WE AGREE RSE IS IMPORTANT, BUT WHICH APPROACH IS BEST?



MIGHT THERE BE A BETTER WAY?

Would accurate information at the right age and stage of development, coming from school AND home, be better?

WHAT SHOULD CHILDREN KNOW ABOUT RELATIONSHIPS? AND WHY?

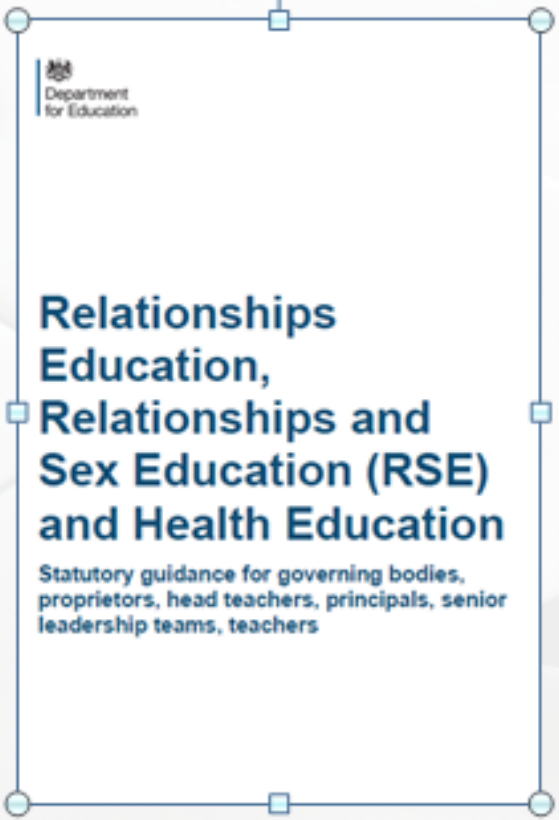
1. What a positive, healthy, caring, safe relationship looks and feels like
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe
3. How to make and maintain positive relationships
4. (Don't forget online, too.)

THE AIM OF RELATIONSHIPS EDUCATION – WHAT DOES THE GOVERNMENT SAY?

'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 DO SCHOOLS NEED TO TEACH?

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

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

WHAT ARE THE EXPECTATIONS FOR PRIMARY RELATIONSHIPS EDUCATION?

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

SRE IS 'DISCRETIONARY' AT PRIMARY LEVEL, BUT 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'

THIS IS THE GUIDANCE FOR KEY STAGE 1:

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.

AND FOR KEY STAGE 2:

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.

SOME THINGS TO THINK ABOUT …

- Note this is the SCIENCE curriculum, and that – from September 2020 – schools will need to teach children about puberty and body development. The science curriculum is carefully worded, so that any schools who choose to include conception and body changes are able to; we have been doing this for older children
- To go back to what we have previously stated; would we rather children were 'in the dark' or informed?
- We also need to remember that many girls start their periods as young as Year 3 so, as a school, we welcome the fact that this has now been included as Statutory.

KEEPING CHILDREN SAFE

- We don't believe that keeping children 'ignorant' protects children – it may make them more vulnerable

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

We believe we should teach Relationships and Sex Education which goes further than just the Science curriculum – it is about Safeguarding.

SCHOOLS MUST COMPLY WITH THE EQUALITIES ACT 2020

'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.

HERE IS THE NEW OFSTED FRAMEWORK FROM MAY 2019

SO, WHAT, WHERE AND HOW DO WE DO THIS? WE HAVE CHOSEN TO USE THE JIGSAW SCHEME OF WORK, AS WE BELIEVE THE TEACHING MATERIALS ARE HIGH QUALITY.

Jigsaw is a complete and comprehensive scheme of work, which covers the entire PSHE (Personal Social and Health Education) curriculum, not just sex education

Other MAT schools have been using it and recommend it

We have had 'issues' regarding eSafety at Fressingfield Primary; we know this problem is all around us

REASONS OTHER SCHOOLS HAVE DECIDED TO USE JIGSAW

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'.

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

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
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 class/schools

HERE IS HOW WE DEVELOP OUR CURRICULUM, YEAR ON YEAR (AS MENTIONED PREVIOUSLY, WE DO HAVE TO BEAR IN MIND SOME GIRLS GO THROUGH PUBERTY IN YEAR 3):

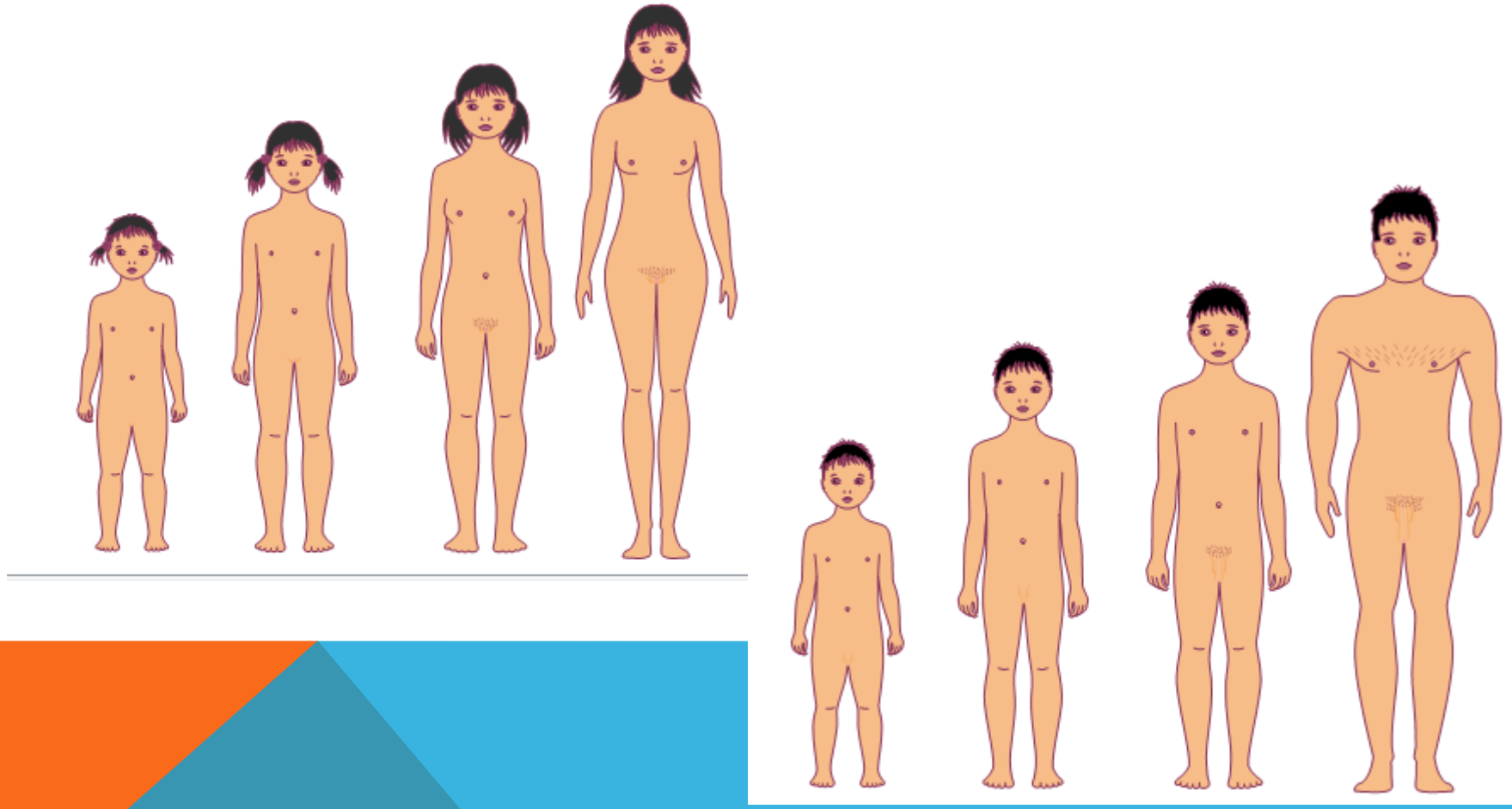
Puberty and Human Reproduction in Jigsaw 3-11		
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different 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)

WE TEACH LESSONS WITH THE WHOLE CLASS. WE DON'T SEPARATE GIRLS AND BOYS, GENERALLY. WE ALSO NEED TO REMEMBER THAT SRE LESSONS WILL CONTINUE IN YEAR 7, WHERE CHILDREN'S KNOWLEDGE WILL CONTINUE TO BE BUILT ON.

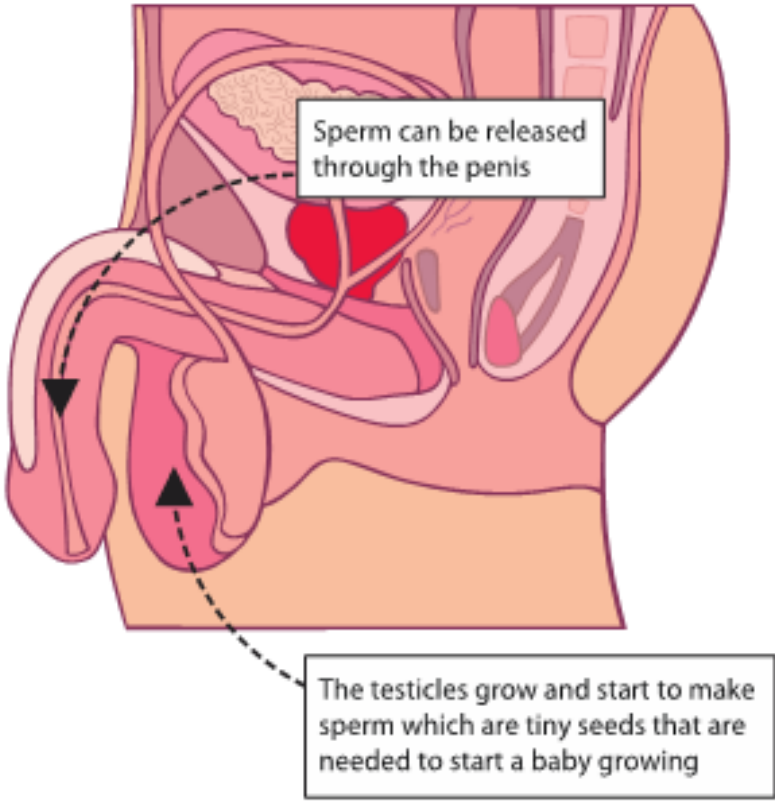
Puberty and Human Reproduction in Jigsaw 3-11		
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby 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)
	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)
Y6	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)

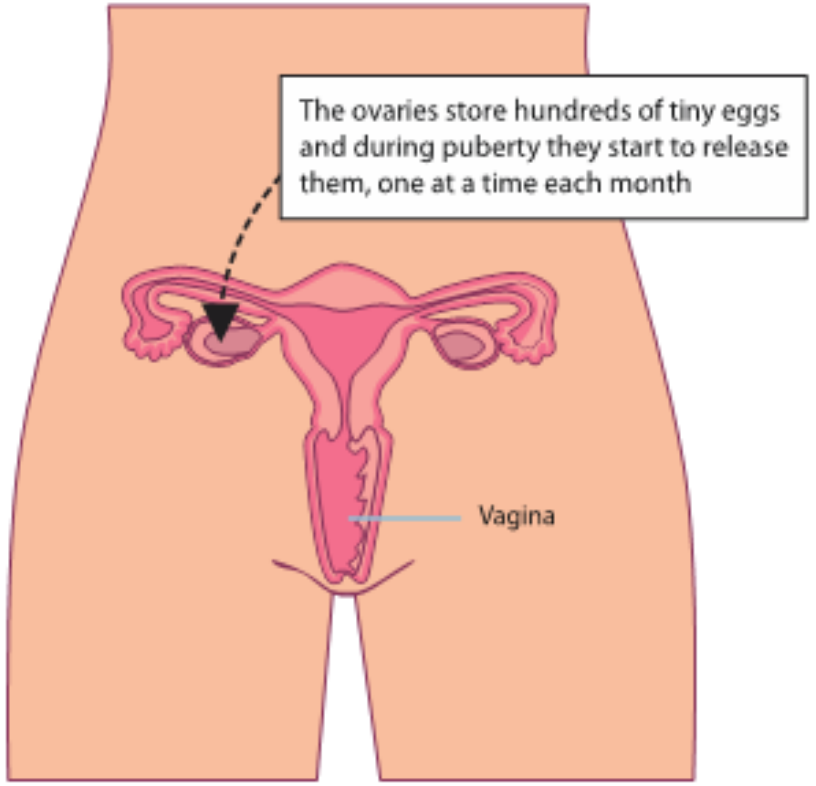
HERE ARE SOME SAMPLE MATERIALS FROM JIGSAW (FOR YOUNGER CHILDREN):

SOME KEY STAGE 2 RESOURCES (OUTSIDE CHANGES FOR GIRLS AND BOYS):

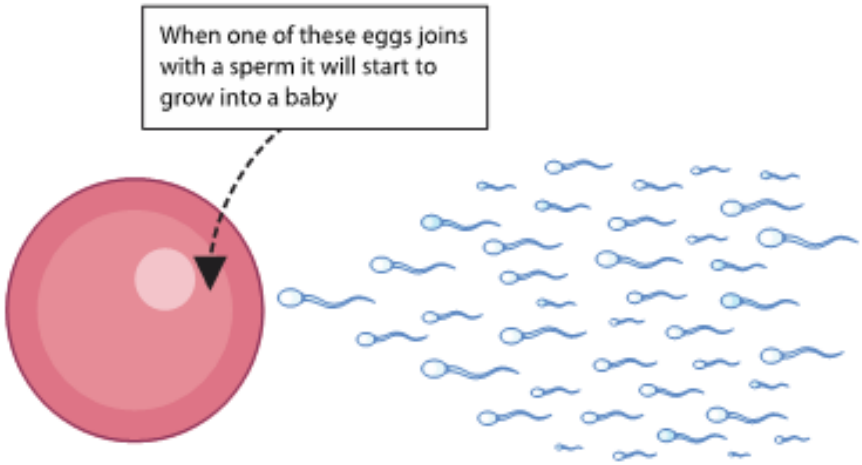


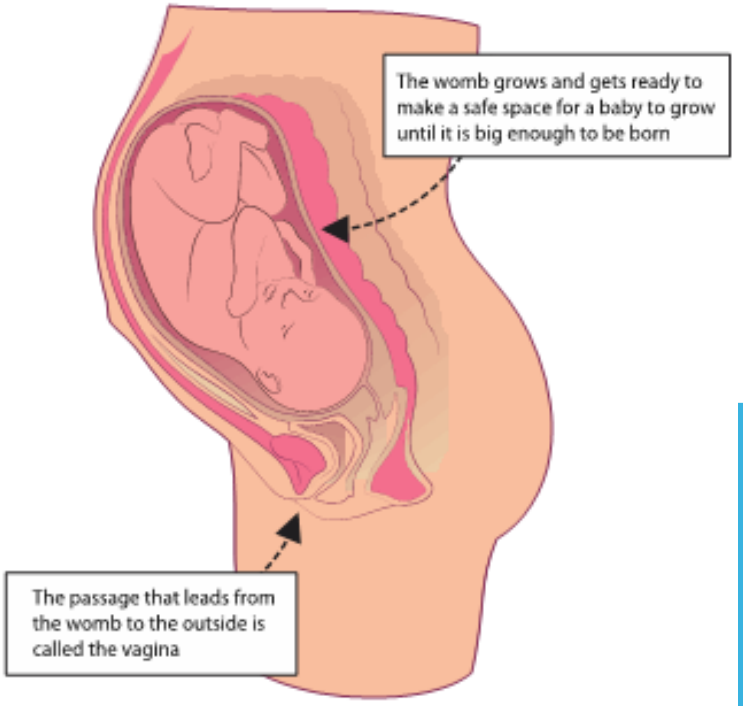
SOME MORE MATERIALS (INSIDE CHANGES FOR BOYS AND GIRLS):





SOME KEY STAGE 2 RESOURCES; CONCEPTION AND CHILDBIRTH:





MATERIAL FROM BODY IMAGE AND SELF ESTEEM: EXPLORING THE IMPACT OF SOCIAL MEDIA ON MENTAL HEALTH:

TO CONCLUDE; WE ARE VERY EXCITED ABOUT DELIVERING THIS CURRICULUM!

We hope we have discussed all the important issues here, which we have also discussed as a staff

We know the material is of good quality, and the lesson plans are well structured and comprehensive

Please do ask if you feel you are unsure of anything, or would like to know more

And finally, many thanks for your support – clearly this area is about partnership and working together for your children