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



DISCLAIMER

- This session is not an ethical discussion about the curriculum chosen/preferred by The Government and Ofsted.
 - It is to inform you about the chosen and compulsory curriculum of the school.
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CURRENT POLITICAL AND LEGAL UPDATE

- This is the last year of the current SRE/RSE guidance, next year there will be a new policy.
 - Updated statutory RSHE guidance, effective from September 2026, introduces a stronger focus on online safety, personal safety (including water/railway safety), and puberty education, with explicit guidance on teaching about biological sex. Key changes include tackling misogyny, managing mental health, and providing flexibility for upper primary schools to address sexual imagery and pornography exposure.
 - Jigsaw is 'live' in that we pay annually for updates so any that are needed will be done.
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WE AIM TO INFORM YOU OF:

- The school's legal obligations on Relationships and Sex Education from 2020.
 - Your rights as a parent or carer.
 - How, what, why and when we intend to teach children.
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WHY IS RSE SO IMPORTANT?

THE INTERNET
TELEVISION
SOCIAL MEDIA
OTHER MEDIA
FRIENDS
FAMILY
SCHOOL



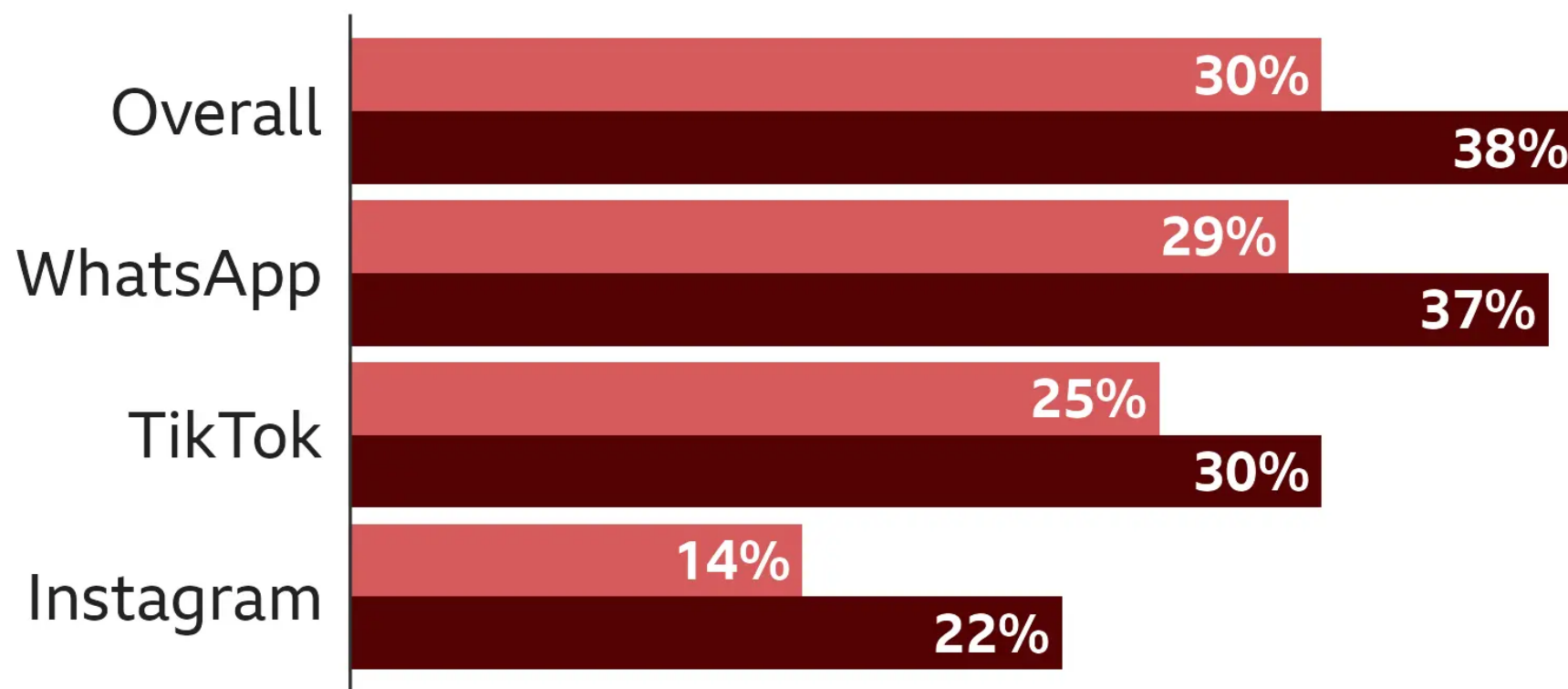
ONLINE RISKS TO CHILDREN- SOME CONTEXT

- By the age of nine 10% of children report seeing pornography
 - By age 11 this goes up to 27%
 - 79% had encountered violent pornography by age 18
 - Twitter was the platform where most children reported accessing porn
 - Instagram and Snapchat were also named, now we would include TikTok
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- Childrens Commisioner UK GOV
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OFCOM: ALMOST A QUARTER OF KIDS AGED 5-7 HAVE
SMARTPHONES – BBC NEWS 2024

- How the percentage of five to seven-year-olds using social media has risen in one year

■ 2022 ■ 2023



Based on responses from 1,509 parents in 2022 and 749 parents in 2023

Source: Ofcom

Be aware...

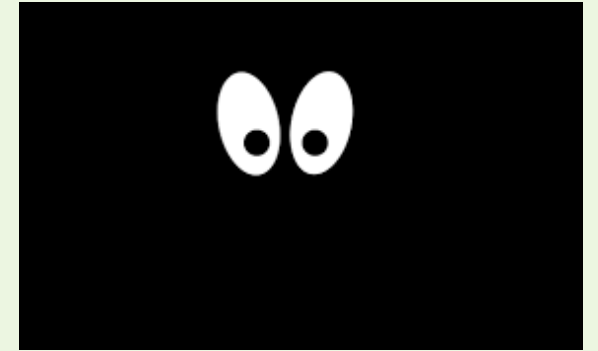
We are educating children and young people to live in the real world, with all its contradictions.

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.

IF RSE IS SO
IMPORTANT,
WHICH
APPROACHES
ARE BEST?



Compulsory status of RSE and Health Education



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

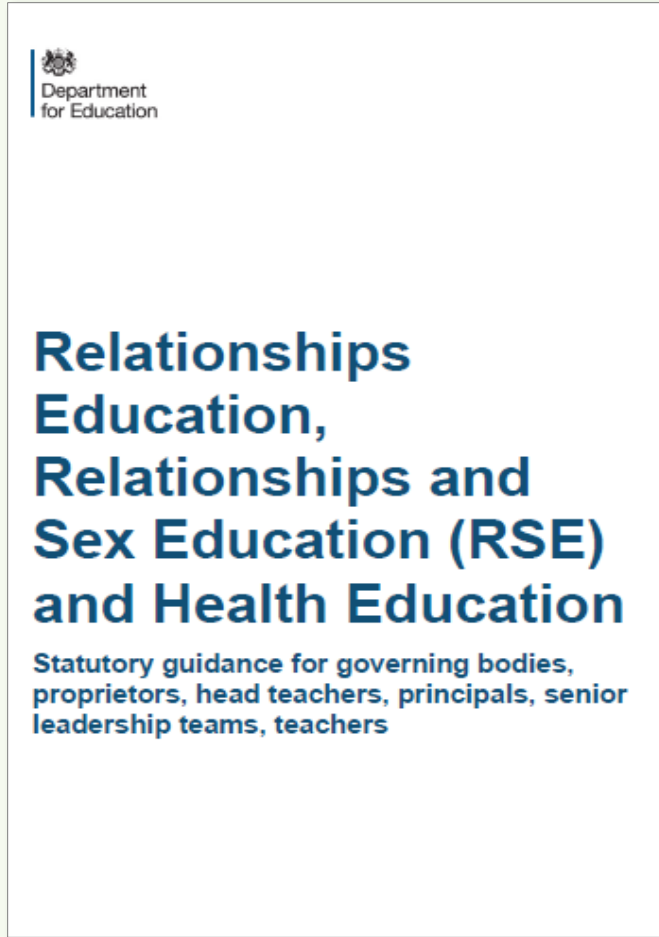
SECONDARY

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
-

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

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)
-

**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

Sex Education is not really about sex.

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.

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.

Plus...

a **'recommendation'** that all schools have a Sex Education Programme

How schools do this is left up to them.

WHAT WILL MY
CHILD BE
TAUGHT?

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 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

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

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

Year 3	Lesson 1 How Babies Grow	Lesson 2 Babies	Lesson 3 Outside Body Changes	Lesson 4 Outside Body Changes	Lesson 5 Family Stereotypes	Lesson 6 Looking Ahead
	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.	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 family	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.	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.	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.	Identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this.
Year 4	Lesson 1 Unique me	Lesson 2 Having a Baby Girls & Boys to be taught separately.	Lesson 3 Girls & Puberty (1.5 hours) Girls & Boys to be taught separately.	Lesson 4 Circles of Change	Lesson 5 Accepting Change	Lesson 6 Looking Ahead
	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.	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.	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.	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.	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.	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.

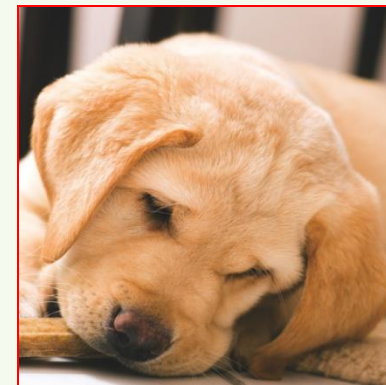
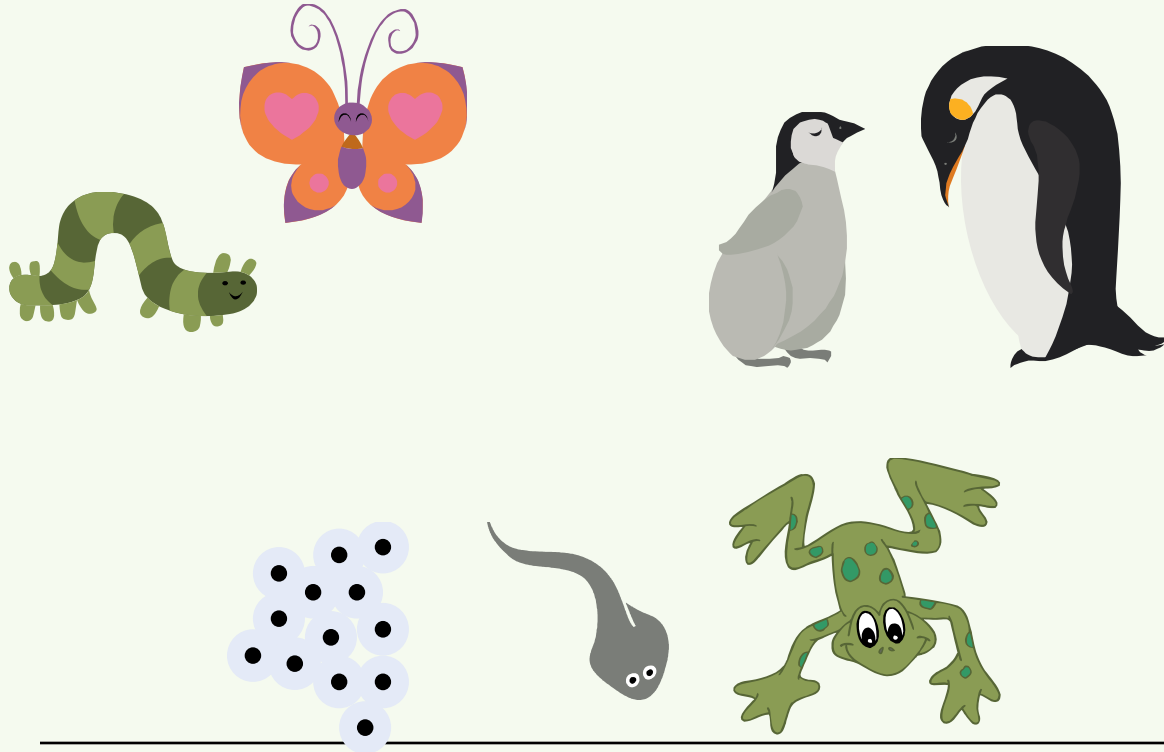
CHANGING ME UNIT- YEARS 5 & 6

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)
	Be aware of my own self-image and how my body image fits into that. Know how to develop my own self-esteem.	Girls & Boys to be taught separately. Explain how a girl's body changes during puberty and the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be ok for me.	Girls & Boys to be taught separately. Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.	Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (consent). Be confident that I can cope with the changes that growing up will bring	Identify what I am looking forward to when I move to my next class. To think about the changes, I will make next year and know how to go about this.
Year 6	Lesson 1 My Self Image	Lesson 2 Puberty (2 hours)	Lesson 3 Conception to Birth (2 hours)	Lesson 4 Boyfriends and Girlfriends.	Lesson 5 Looking Ahead (1)	Lesson 6 The Year Ahead
	Be aware of my own self-image and how my body image fits into that. Know how to develop my own self-esteem.	Explain how a girls' and boys' body changes during puberty and the importance of looking after myself physically and emotionally.	Girls & Boys to be taught separately. Describe how a baby develops from conception through the 9 months of pregnancy and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.	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. 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.	Be aware of the importance of positive self-esteem and what I can do to develop it. Express how I feel about my self-image and know how to challenge negative body- talk.	Identify what I am looking forward to and what worries me about the transition to secondary school. Know how to prepare myself emotionally for the change next year.

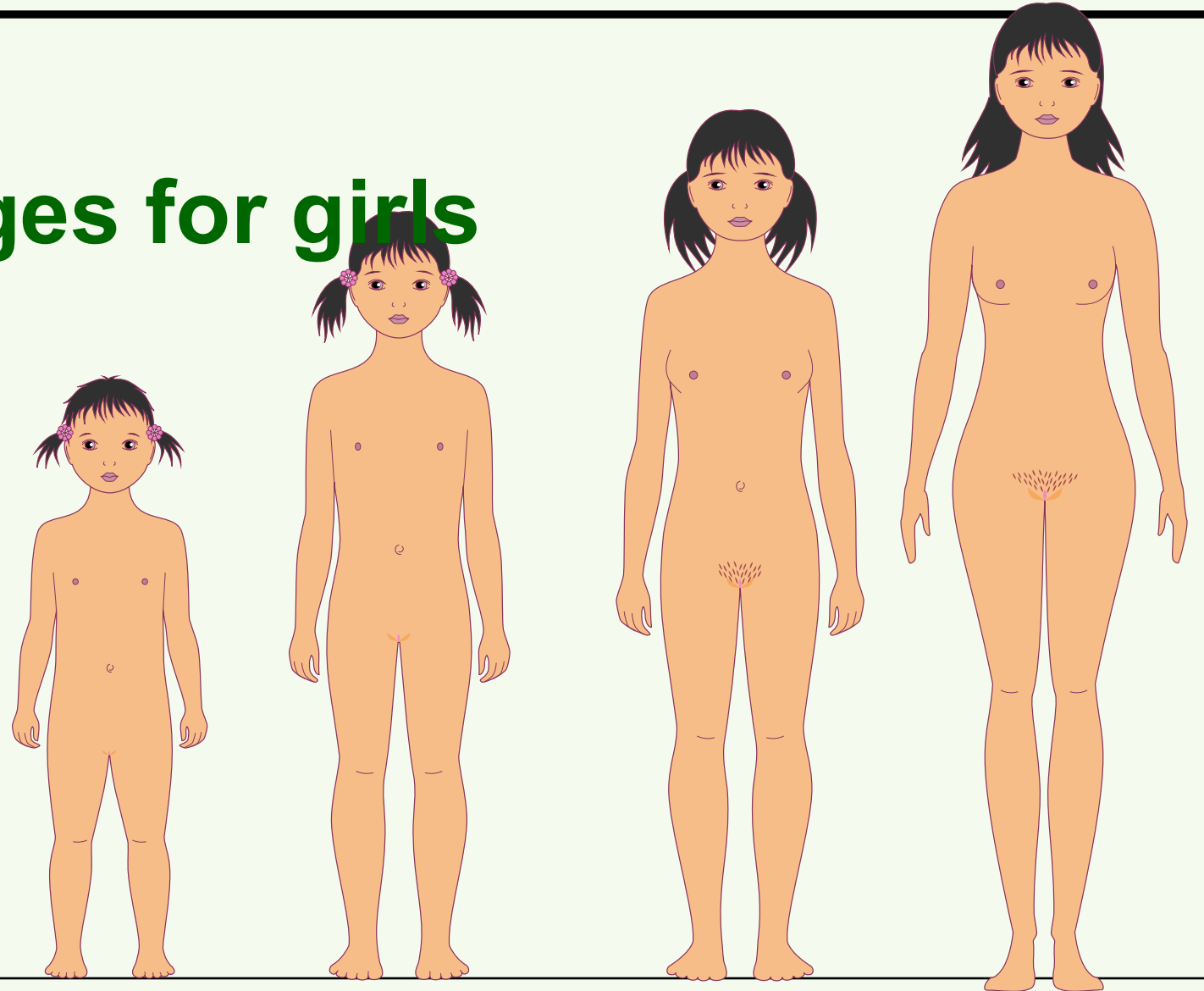
This lesson will be taught in Year 5 to support the Science unit- Life Cycles.

SOME EXAMPLE MATERIALS FROM JIGSAW – YOUNGER CHILDREN



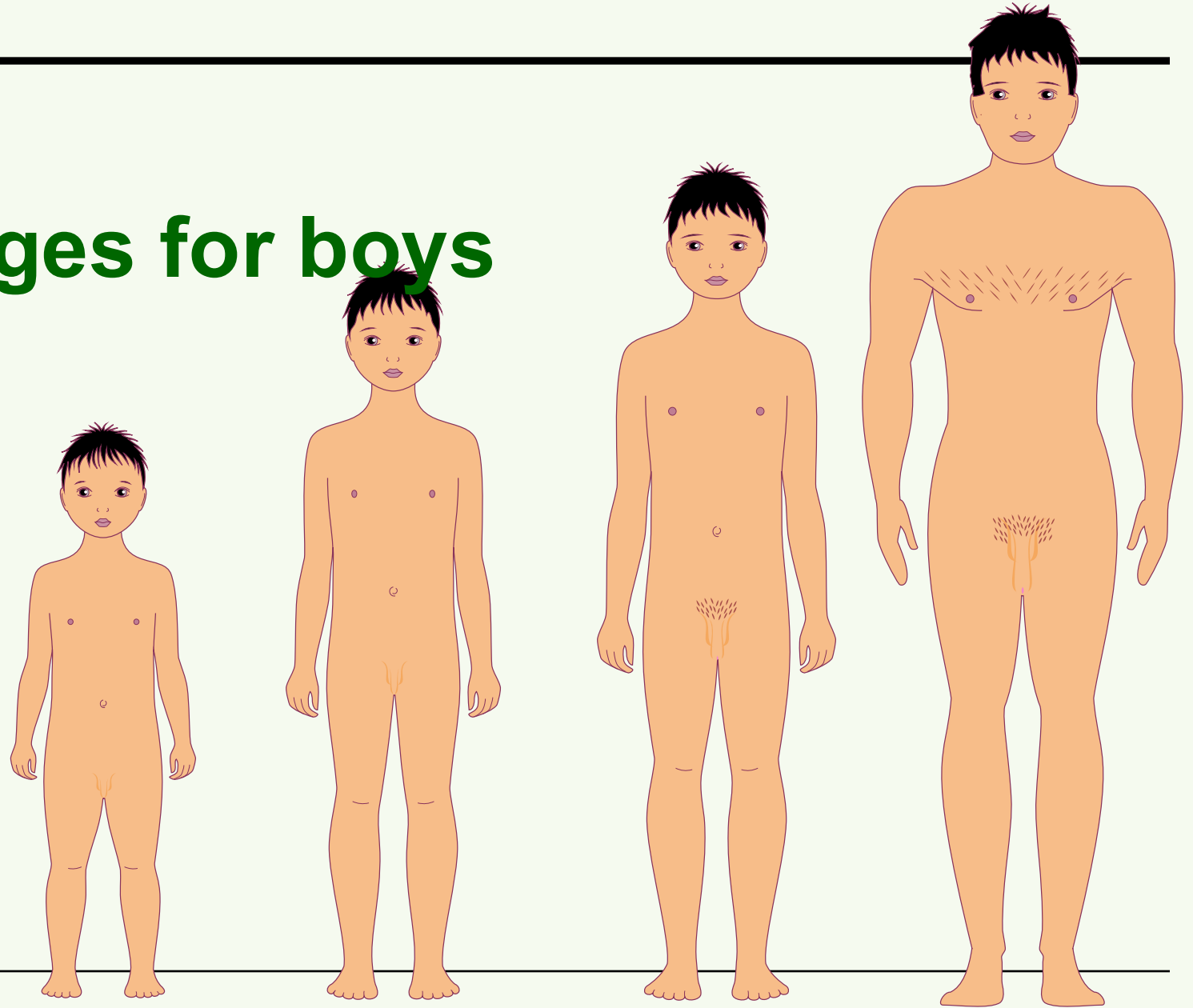
KS2 resource

- outside changes for girls



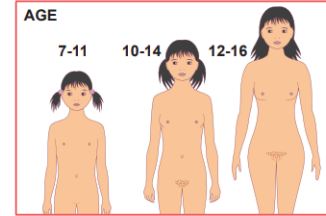
KS2 resource

- outside changes for boys

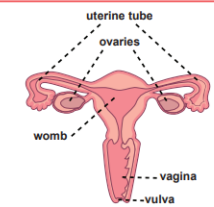


KS2 RESOURCE - OUTSIDE CHANGES FOR GIRLS

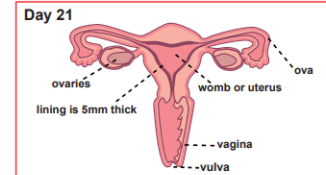
Changing Me Menstruation Cards - Ages 8-9 - Piece 3



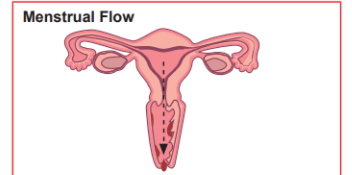
A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



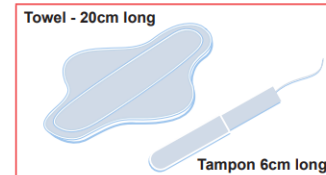
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.



However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.



If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.



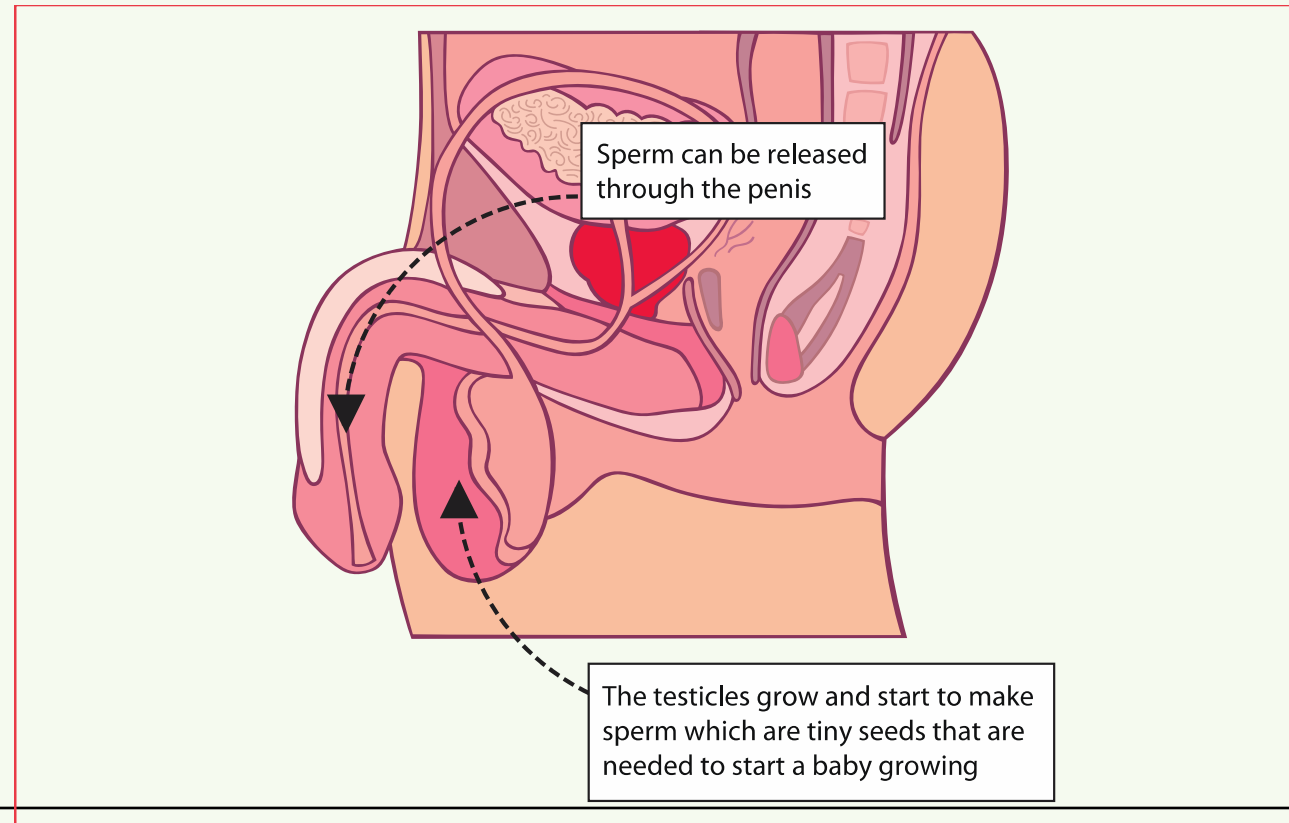
Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.



The amount of blood leaving the body varies from person to person but on average it's about two tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

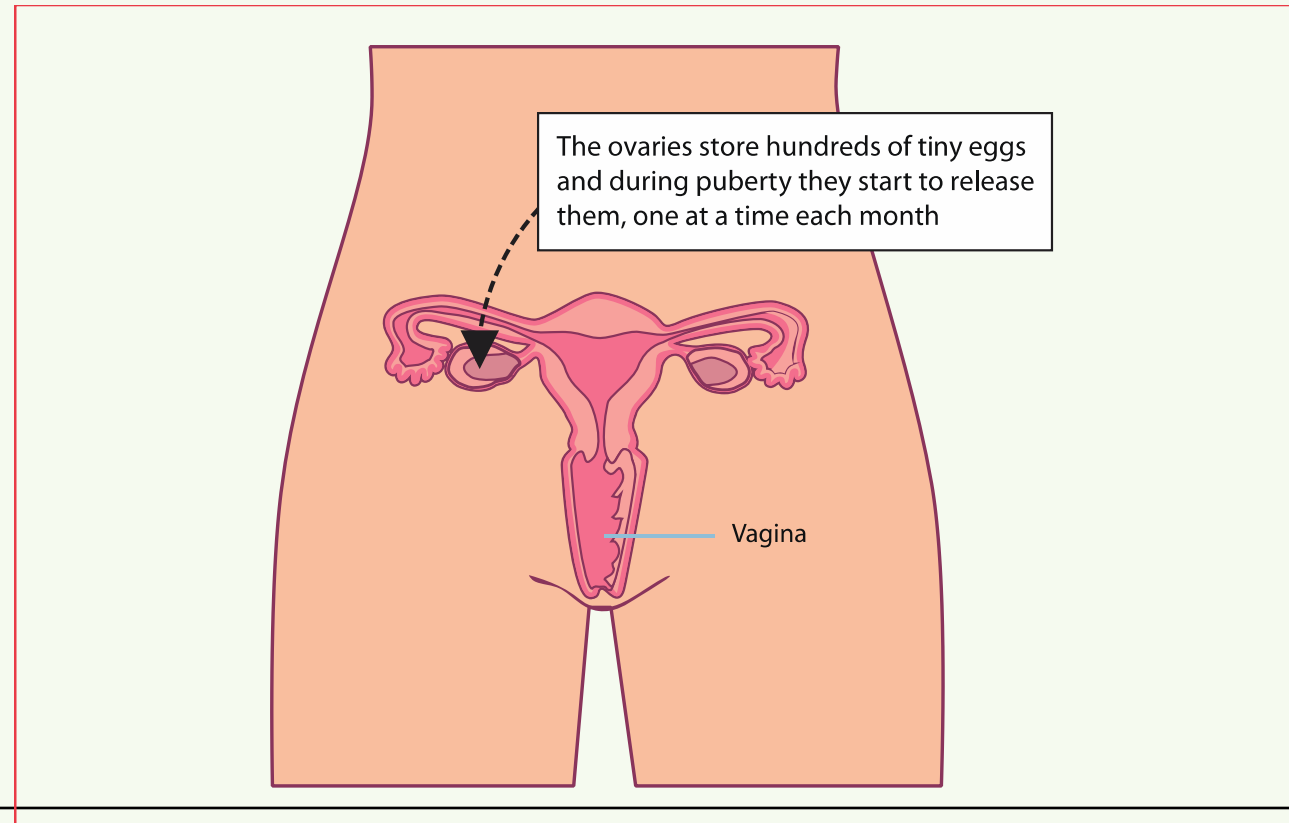
Example of one of the KS2 resources

- inside body changes for boys



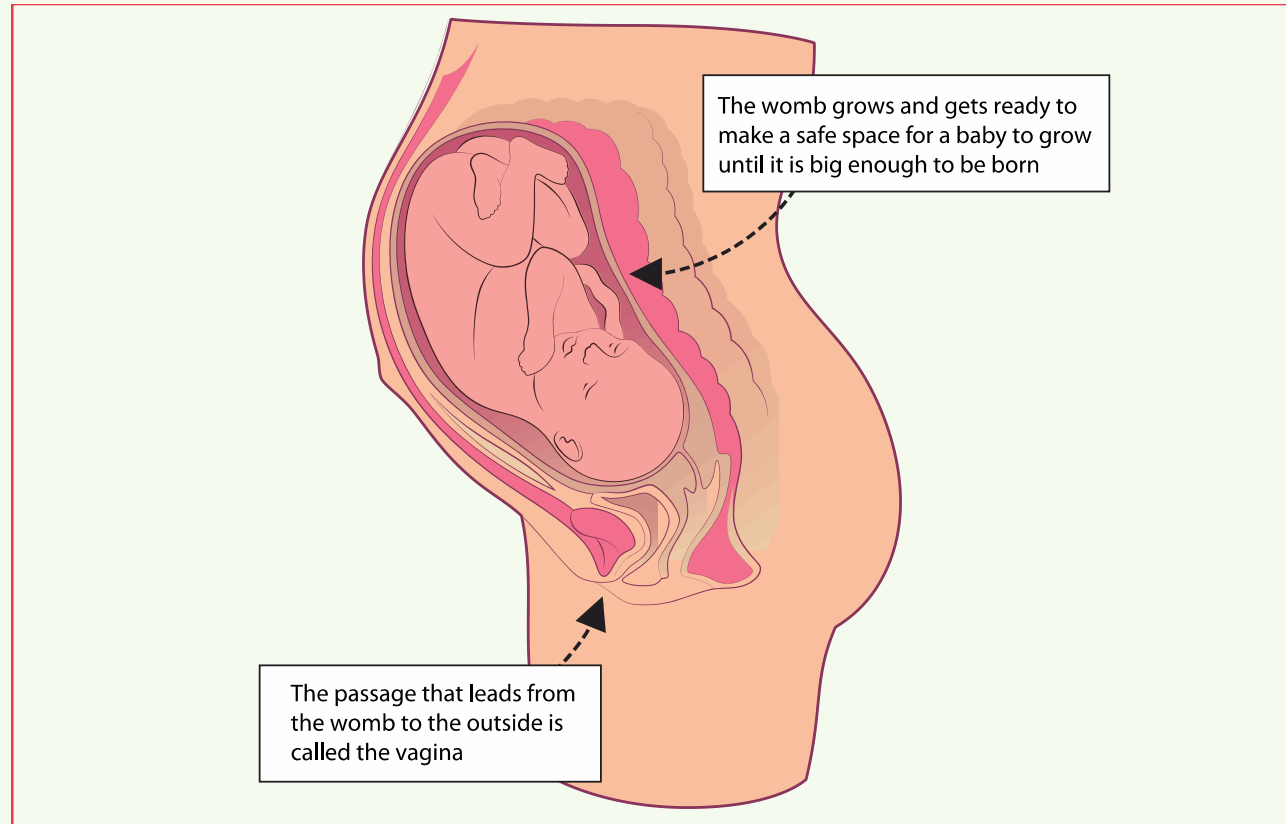
Example of one of the KS2 resources

- inside body changes for girls

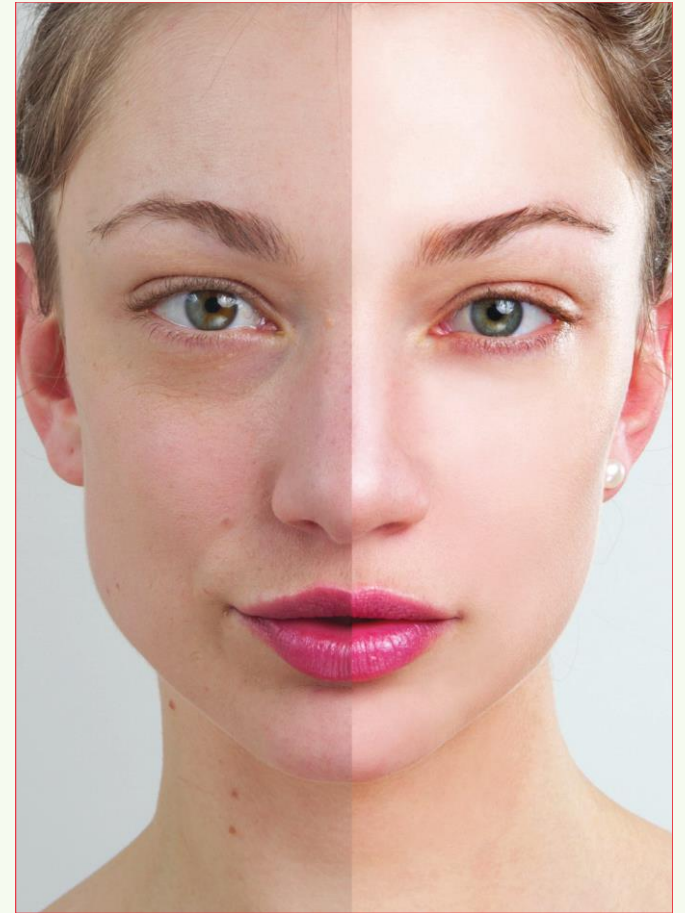


Example of a KS2 resource

- conception and childbirth



Example of a KS2
resource - body
image and self
esteem/exploring
the impact
of social media on
mental health.



Boyfriends and girlfriends Y6

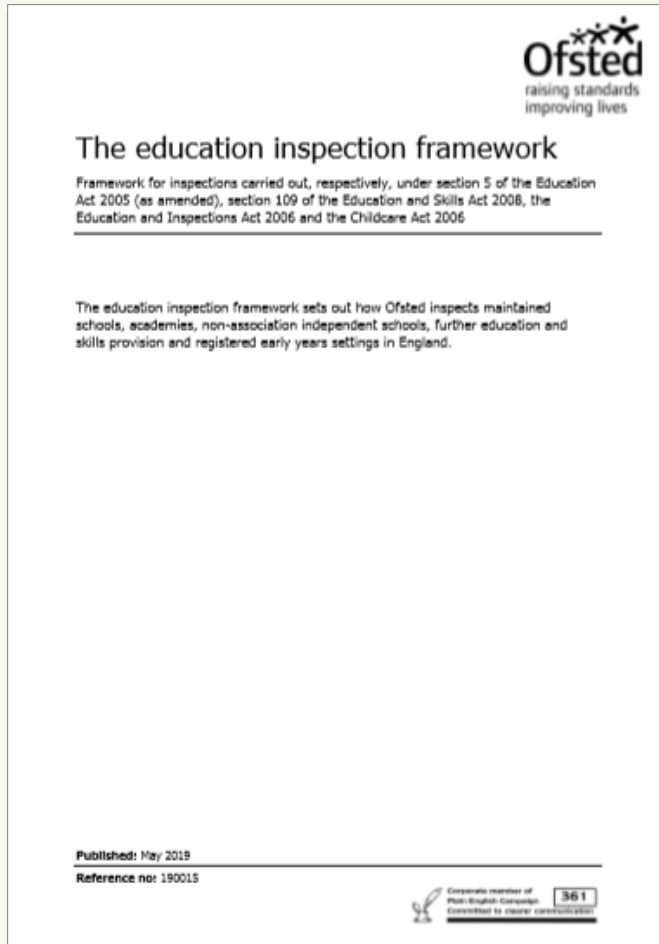
As part of this lesson on boyfriends and girlfriends children sort these cards into Should/Shouldn't piles.

They also discuss reasons why people choose to have a romantic relationship when older.

Changing Me
Should I/Shouldn't I? Cards - Ages 10-11 - Piece 4

Have a boyfriend/girlfriend at the age of 10	Text 'I love you' to your boyfriend/girlfriend	Sulk until you get what you want from your boyfriend/girlfriend	Make fun of somebody's looks and say they'll never get a boyfriend/girlfriend
Chat to your parents about a boyfriend/girlfriend worry	Criticise yourself for not having a boyfriend/girlfriend	Send a 'sexy' photo or text to prove you love somebody	Have a boyfriend/girlfriend at the age of 15
Tell someone that you'll only go out with them if they do something you want	Chat to a friend about a boyfriend/girlfriend worry	Accept other people's compliments about you	Look online for advice about boyfriend/girlfriend problems
Send a horrible message back if your girlfriend/boyfriend sends you a horrible message	Be assertive if you don't want to do something that could hurt you or someone else	Try to be a grown up before you are ready	Not wanting to have a boyfriend/girlfriend

The Ofsted framework

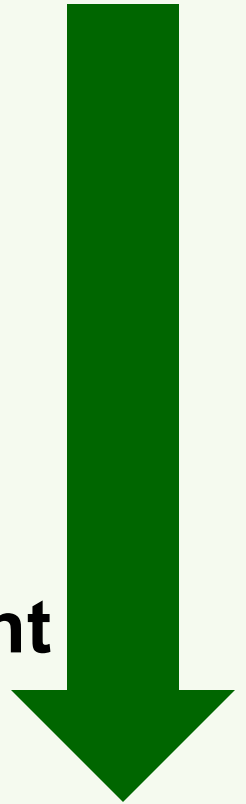


Judgements:

**Overall effectiveness and
x4 key judgements ...**

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

Safeguarding



**MORE
INFORMATION
ABOUT OUR
CURRICULUM**

**On our school website you will
find the following:**

- Our curriculum map which details what will be taught in each year group.
- Our SRE and PSHE policy

KEEPING CHILDREN **SAFE**

Ignorance does not protect innocence and may make children vulnerable.

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

WEBSITE DOC

- <https://primarysite-prod-sorted.s3.amazonaws.com/cassiobury-junior-school/UploadedDocument/2e0dcbfa-68a4-4080-a717-29cdfbeeaf6d/pshe-and-sre-policy-amended-september-2023-review-after-consultation.pdf>

QUESTIONS

- Please remember- this session is not a political one, we are not here to answer questions about government policy.

Thank you



PART 2 QUESTIONS