

Relationships, Sex and Health Education

Parent/Carer Workshop

Aims

- ▶ What is RSHE?
- ▶ How does RSHE link to the Science curriculum?
- ▶ Objectives from Relationships and Health Education
- ▶ What are the specific Sex Education lessons that parents can withdraw from?
- ▶ Time to look at these lessons from Jigsaw
- ▶ Parent access
- ▶ Withdrawal process
- ▶ Answering questions

Ask-it Basket



In PSHE lessons through Jigsaw, we use an Ask-it Basket.

- ▶ Allows children to ask questions
- ▶ Collect questions throughout/at the end of the lesson, informing children that you will answer them after at least 24 hours
- ▶ If a question comes up that is not on the year's planning, we ensure that our responses are in line with the school policy. Talk to LF/HL if support is needed. We can suggest other sources of information, such as parents and carers.

Post-it notes on your table to write down questions today and we will aim to answer them all at the end of the session.

RSHE - Relationships, Sex and Health Education

PRIMARY

- ▶ Relationships Education - Compulsory
- ▶ Health Education - Compulsory
- ▶ Sex Education - Discretionary (3 lessons)


SECONDARY

- ▶ Relationships Education - Compulsory
- ▶ Health Education - Compulsory
- ▶ Sex Education - Compulsory

RSHE - Relationships, Sex and Health Education

Relationships Education (Compulsory)

What are the *statutory* expectations for Primary Relationships Education?

 Department for Education

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

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

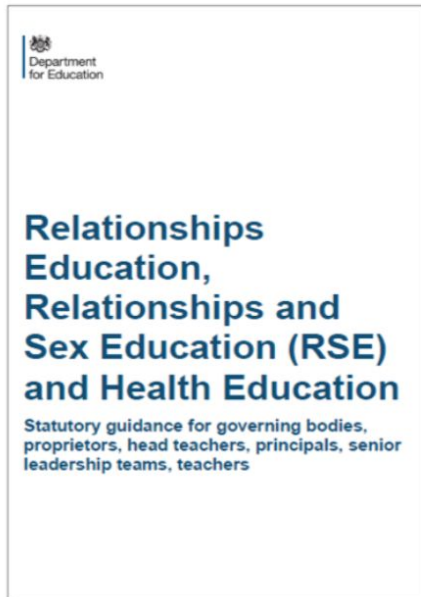
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



RSHE - Relationships, Sex and Health Education

Health Education (Compulsory)

What are the *statutory* expectations for Primary 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 (Puberty)

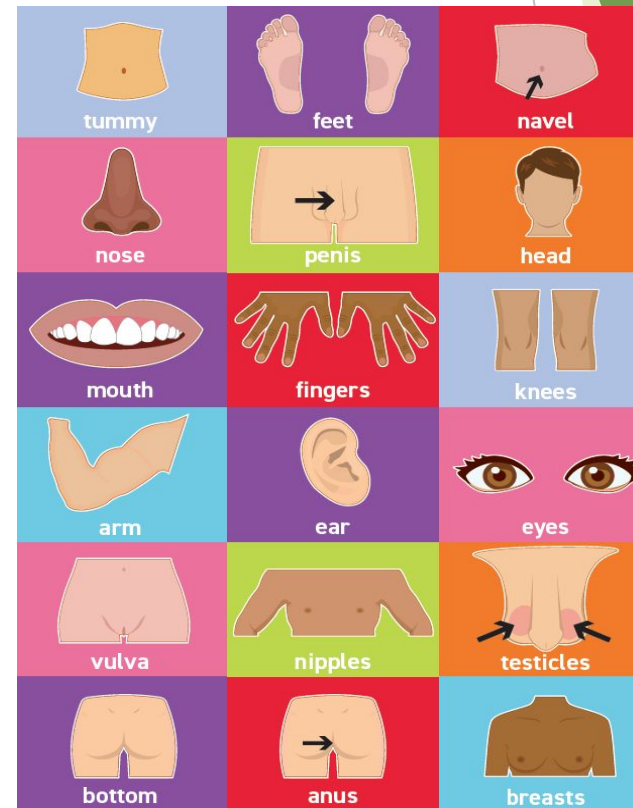
RSHE - Relationships, Sex and Health Education

Health Education (Compulsory)

What should children know about puberty?

(This is statutory in Health Education and parents cannot withdraw their children from it)

- Correct names for parts of the body, including genitalia
- How their bodies will change during puberty
- How to manage these changes / practicalities
- Why these changes need to happen
- How and where to ask for help if needed



RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 1

| | | | | |
|--|--|---|--|--|
| Understand and respect the changes that they see in other people | 4. Boys' and Girls' Bodies <ul style="list-style-type: none">• <i>Male</i>• <i>Female</i>• <i>Penis</i>• <i>Testicles</i>• <i>Vulva</i>• <i>Vagina</i>• <i>Anus</i> | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus | I respect my body and understand which parts are private | Jigsaw Jack, Jigsaw Chime, PE hoops or flip chart paper, Body parts cards, Jigsaw Journals, My Jigsaw Journey, Next Learning / Reflections Sheet, Jigsaw Jerrie Cat. |
|--|--|---|--|--|

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 2

| | | | | |
|--|---|--|--|---|
| Understand and respect the changes that they see in other people | 4. Boys' and Girls' Bodies <ul style="list-style-type: none">• <i>Male</i>• <i>Female</i>• <i>Penis</i>• <i>Testicles</i>• <i>Vulva</i>• <i>Vagina</i>• <i>Anus</i>• <i>Public</i>• <i>Private</i> | I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private | I can tell you what I like/don't like about being a boy/girl | Jigsaw Jo, Jigsaw Chime, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, 2 pieces of flip chart paper, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat. |
|--|---|--|--|---|

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 3

| | | | | |
|---|---|--|--|---|
| <p>Understand that everyone is unique and special</p> | <p>1. How Babies Grow</p> <p><i>Male</i> <i>Female</i> <i>Changes</i> <i>Birth</i> <i>Animals</i> <i>Babies</i> <i>Mother</i> <i>Growing up</i></p> | <p>I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby</p> | <p>I can express how I feel when I see babies or baby animals</p> | <p>Jigsaw Chime, Jigsaw Jino, Parent/Child pair cards, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |
| <p>Can express how they feel when change happens</p> | <p>2. Babies</p> <p><i>Baby</i> <i>Grow</i> <i>Uterus</i> <i>Womb</i> <i>Nutrients</i> <i>Survive</i> <i>Love</i> <i>Affection</i> <i>Care</i></p> | <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> | <p>I can express how I might feel if I had a new baby in my family</p> | <p>Jigsaw Chime, Jigsaw Jino, Mini-whiteboards/pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 3

| | | | | |
|---|---|--|--|---|
| <p>Understand that everyone is unique and special</p> | <p>1. How Babies Grow</p> <p><i>Male</i> <i>Female</i> <i>Changes</i> <i>Birth</i> <i>Animals</i> <i>Babies</i> <i>Mother</i> <i>Growing up</i></p> | <p>I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby</p> | <p>I can express how I feel when I see babies or baby animals</p> | <p>Jigsaw Chime, Jigsaw Jino, Parent/Child pair cards, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |
| <p>Can express how they feel when change happens</p> | <p>2. Babies</p> <p><i>Baby</i> <i>Grow</i> <i>Uterus</i> <i>Womb</i> <i>Nutrients</i> <i>Survive</i> <i>Love</i> <i>Affection</i> <i>Care</i></p> | <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> | <p>I can express how I might feel if I had a new baby in my family</p> | <p>Jigsaw Chime, Jigsaw Jino, Mini-whiteboards/pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 3

| | | | | |
|---|---|---|--|--|
| Understand and respect the changes that they see in themselves | 3. Outside Body Changes <i>Change</i> <i>Puberty</i> <i>Control</i> <i>Breasts</i> | <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> | <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> | <p>Jigsaw Chime, Jigsaw Jino, Outline figure of a body on large flipchart paper, Set of Body Change cards, My Life, My Changes' sheet, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |
|---|---|---|--|--|

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 3

| | | | | |
|---|--|--|--|--|
| <p>Understand and respect the changes that they see in other people</p> | <p>4. Inside Body Changes</p> <p><i>Puberty</i></p> <p><i>Male</i></p> <p><i>Female</i></p> <p><i>Testicles</i></p> <p><i>Sperm</i></p> <p><i>Penis</i></p> <p><i>Ovaries</i></p> <p><i>Egg</i></p> <p><i>Ovum/Ova</i></p> <p><i>Womb/Uterus</i></p> <p><i>Vagina</i></p> <p><i>Breasts</i></p> | <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> | <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> | <p>Jigsaw Chime, Jigsaw Jino, Parent/Child pair cards (from lesson/Piece 1), Video Animations (moving diagrams): Male and Female Reproductive Systems, 'The Great Growing Up Adventure' sheet, Jigsaw Journals, Post-it notes/small slips of paper, Jigsaw Jino's post box, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |
|---|--|--|--|--|

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 4

| | | | | |
|---|--|--|--|--|
| <p>Understand that everyone is unique and special</p> | <p>1. Unique Me</p> <ul style="list-style-type: none">• <i>Personal</i>• <i>Unique</i>• <i>Characteristics</i>• <i>Parents</i>• <i>Gene</i> | <p>I 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</p> | <p>I appreciate that I am a truly unique human being</p> | <p>Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Learning Steps/Reflection sheet, Jigsaw Jerrie Cat.</p> |
|---|--|--|--|--|

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 4

| | | | | |
|---|--|---|---|--|
| <p>Understand and respect the changes that they see in themselves</p> | <p>3. Puberty and Menstruation</p> <ul style="list-style-type: none">• <i>Puberty</i>• <i>Menstruation</i>• <i>Menstrual Cycle</i>• <i>Periods</i>• <i>Menstrual Pads</i>• <i>Period Pants</i>• <i>Tampons</i>• <i>Vagina</i>• <i>Vulva</i>• <i>Ovaries</i>• <i>Oestrogen</i>• <i>Fallopian Tube</i>• <i>Fertilised</i> | <p>I can 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</p> | <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> | <p>How do I feel about puberty?' cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System - (Check version!), Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Learning</p> |
|---|--|---|---|--|

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 5

| | | | | |
|--|--|--|---|--|
| <p>Can express how they feel when change happens</p> | <p>2. Puberty for Girls</p> <ul style="list-style-type: none">• <i>Puberty</i>• <i>Menstruation</i>• <i>Periods</i>• <i>Menstrual towels</i>• <i>Menstrual pads</i>• <i>Tampons</i>• <i>Ovary/ Ovaries</i>• <i>Vagina</i>• <i>Oestrogen</i>• <i>Vulva</i>• <i>Womb/Uterus</i> | <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> | <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> | <p>Jigsaw Chime, Jigsaw Jez, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards</p> <p>If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |
|--|--|--|---|--|

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 5

| | | | | |
|---|---|---|---|--|
| <p>Understand and respect the changes that they see in themselves</p> | <p>3. Puberty for boys</p> <ul style="list-style-type: none">• <i>Puberty</i>• <i>Sperm</i>• <i>Semen</i>• <i>Testicles/Testes</i>• <i>Erection</i>• <i>Ejaculation</i>• <i>Wet dream</i>• <i>Larynx</i>• <i>Facial hair</i>• <i>Growth spurt</i>• <i>Hormones</i> | <p>I can describe how boys' and girls' bodies change during puberty</p> | <p>I can express how I feel about the changes that will happen to me during puberty</p> | <p>Tennis ball, Jigsaw Chime, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or a visual slide presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals, Jigsaw Jez's post box, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jez, Jigsaw Jerrie Cat.</p> |
|---|---|---|---|--|

RSHE - Relationships, Sex and Health Education

What will we be teaching?

Year 6

| | | | | |
|---|--|--|---|--|
| <p>Understand and respect the changes that they see in other people</p> | <p>4. Boyfriends and Girlfriends</p> <ul style="list-style-type: none"> • <i>Attraction</i> • <i>Relationship</i> • <i>Pressure</i> • <i>Love</i> • <i>Sexting</i> • <i>Consent</i> | <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</p> | <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p> | <p>Jigsaw Chime, Jigsaw Jem, Should I/ Shouldn't I? resource, Diamond 9 Cards, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |
| <p>(As above)</p> | <p>4a. Adolescent Friendships</p> <ul style="list-style-type: none"> • <i>Independence</i> • <i>Identity</i> • <i>Values</i> • <i>Relationships</i> • <i>Pressure</i> • <i>Adolescent</i> | <p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</p> | <p>I can be assertive when appropriate</p> | <p>Jigsaw Chime, Mingle Bingo Cards, Scenario Cards, Jigsaw Jem, Post-it notes, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> |

RSHE - Relationships, Sex and Health Education

Sex Education (Discretionary)

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’

Is there any Sex Education in Science?

Year 1 (animals including humans)

- knowing and locating the main body parts of a human

Year 2 (animals, including humans)

- knowing and explaining that animals, including humans, have offspring which grow into adults
- knowing and explaining simple life cycles of animals, including humans

Year 2

2. How do animals change as they mature?

Words we need to know

metamorphosis

change form or shape

adult

To change and grow older.

What is similar?

What is different?

Similar and different

Some animals look like their parents, others look different.

What I know
(A summary using short, vocabulary rich sentences)

Use what you know – ask questions

Hatching is when....

Which baby animal matures into a hen?

What is metamorphosis?

Movement animals **move** exercise is good for us

Respiration animals **release energy** from food keeps us healthy gives us energy helps us to grow

Sensitivity animals **react** to their environment animals move into or out of the sun or rain

Growth animals **grow** get bigger and change over time

Reproduction animals **reproduce** create offspring some animals look like their parents, some look different

Excretion animals **get rid of** waste products


Nutrition animals need **food** animals eat plants or other animals keeps us healthy gives us energy helps us to grow

Key Stage 2

Year 5

- explaining the changes humans go through to old age
- using a timeline to show stages of growth and development of humans, including puberty
- explaining the difference in gestation periods of humans to other animals, such as an elephant or butterfly
- explaining the differences in the life cycles of a mammal (dog), an amphibian (frog), an insect (ladybird) and a bird (chicken)
- explaining the life process of reproduction in some plants and animals

SCIENCE Animals, including humans Year _____ Term _____



human gestation

gestation is the growth and development of a baby before it is born

| | | | | |
|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 8 weeks 56 days 1.5 cm | 16 weeks 112 days 13 cm | 24 weeks 168 days 20 cm | 32 weeks 224 days 42 cm | 40 weeks 280 days 50 cm |
|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|

embryo 0 - 7 weeks

foetus - the name of an unborn baby from 8 - 40 weeks that grows in the **womb**

foetus means offspring

foetus (0-1)

baby (0-1)

toddler (1-3)

child (3-12)

adolescence (13-19)

Start of puberty to adult

teenager (13-19)

adult (20-64)

older adult (65-)

life expectancy - the length of time a human is expected to be alive

pubic hair is body hair found around the genital area of adolescent and adult humans

puberty is the start of adolescence

adolescence - origin from Latin meaning growing and youthful

adolescence is when children start changing into an adult

| girls | boys |
|--|--|
| <ul style="list-style-type: none"> grow taller unexplained mood swings | <ul style="list-style-type: none"> grow taller unexplained mood swings |
| <ul style="list-style-type: none"> pubic hair starts to grow hair starts to grow under armpits | <ul style="list-style-type: none"> pubic hair starts to grow hair starts to grow under armpits |
| breasts start to develop | |
| periods start, preparing a girl's body for having a baby one day | voice breaks |

ISPA

Key Stage 2

Year 6

- knowing and explaining that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

RSHE Policy

Key points from the policy Intent

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based Relationships, Sex and Health Education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

Here, at Clapham Manor Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We teach the above content through the Jigsaw PSHE Programme, which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Sex Education

At Clapham Manor Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

But what is Sex Education?

**In Jigsaw, Sex Education is
about human reproduction,
not about sexual activity!**

RSHE

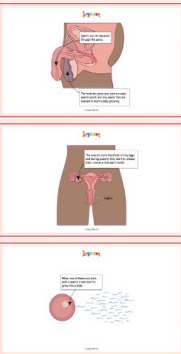


Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

| | | |
|----|----------------------------|--|
| 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) |

Jigsaw

Look at the three lessons and show animations.

Diagrams and Animations

| Year 3 7-8 | Year 4 8-9 | Year 5 9-10 | Year 6 10-11 |
|---|---|---|--|
| Changing Me 4. Inside Body Changes | Changing Me 2. Having a Baby | Changing Me 4. Conception | Changing Me 3. Babies: Conception to Birth |
| Sperm meeting egg (no reference to sex) | Sperm meeting egg (reference to sex) | Sex - penis entering vagina | The journey from conception to birth |
| Pictures included in the lesson plan - no animations | Animations A (Female), E (Male) and G (Male erection) | Animations C and H | Pictures included in the lesson plan and animations from previous years |
|  <p>Slide 15 Show this slide as a reminder of where the sperm are made in the male reproductive system.</p> <p>Slide 16 Show this slide as a reminder of where the ovaries are stored and released from in the female reproductive system.</p> <p>Slide 17 The following simple 'script' suggests an approach to telling the story from this point on for children of this age. You may choose to include more explicit detail depending on what you judge yourself, the children or their parents/carers will be comfortable with. However, you decide to approach it, bear in mind that the children will not perceive any of this as sensational or shocking unless your manner and body language tell them so.</p> |  |  <p>If a man and woman have unprotected sex at this time</p> |  |

Parent Access

- ▶ On our school website, there is information about parent access to the Jigsaw resources
- ▶ <https://claphammanor.lambeth.sch.uk/pshe-1/>

Process

1. Ask your child's teacher for access to the Jigsaw materials
2. Your child's teacher will give you the link and code to access
 - At the end of the half term, the code expires
 - Each time you log in, you are asked to agree to the terms and conditions, e.g. not to re-share content

Withdrawing from Sex Education

Our process for withdrawing a child from Sex Education

1. Parent/carer chooses to withdraw
2. Parent/carer tells class teacher
3. Class teacher informs parent/carer when the lesson will be taught
4. Parent/carer writes to HL to withdraw
5. HL meets with parent/carer
6. HL creates register of children who are being withdrawn from the Sex Education

Can parents
withdraw their
children from
RSHE?

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.

So, this session is to inform you of what this school defines as Sex Education, what we intend to teach in RSHE and why...

...so you can make this decision.

Ask-it Basket Questions

