

Jigsaw and RSE

An Introduction and Overview
about Statutory RSE

What is Jigsaw?

A **whole school programme**, which comprises

- A comprehensive and completely original **scheme of work** for primary schools, F1/2 to Year 6
- PSHE (Personal, Social, and Health Education), emotional literacy, social skills, and spiritual development (SMSC)
- 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, assessment opportunities

Aims

To provide the context, principles and practice for teaching high quality Relationships and Sex Education

To become familiar with the Jigsaw 'Relationships' and 'Changing Me' Puzzles, the materials and approach

To experience and share some interactive teaching/learning techniques

RSE Education

1st March 2017

RSE to become statutory

Sex and Relationships Education

I am today announcing my intention to put Relationships and Sex Education on a statutory footing, so every child has access to age appropriate provision, in a consistent way. I am also announcing my intention to take a power that will enable me to make PSHE statutory in future, following further departmental work and consultation on subject content.

The amendments that the Government will table to the Children and Social Work Bill place a duty on the Secretary of State for Education to make regulations requiring:

- All primary schools in England to teach age-appropriate 'relationships education'; and
- All secondary schools in England to teach age-appropriate 'relationships and sex education'

The amendments also create a power enabling the Government to make regulations requiring PSHE to be taught in academies and maintained schools - it is already compulsory in independent schools. By creating a power on PSHE, we are allowing time to consider what the right fit of this subject is with Relationships Education and Relationships and Sex Education.

The statutory guidance for Sex and Relationships Education was introduced in 2000 and is becoming increasingly outdated. It fails to address risks to children that have grown in prevalence over the last 17 years, including cyber bullying, 'sexting' and staying safe online.

Parents will continue to have a right to withdraw their children from sex education. Schools will have flexibility over how they deliver these subjects, so they can develop an integrated approach that is sensitive to the needs of the local community; and, as now, faith schools will continue to be able to teach in accordance with the tenets of their faith

The Department for Education will lead a comprehensive programme of engagement to set out age-appropriate subject content and identify the support schools need to deliver high-quality teaching. Regulations and statutory guidance will then be subject to full public consultation before being laid subject to the affirmative resolution procedure. In line with this timetable, schools will be required to teach this content from September 2019. My Department will today publish a Policy Statement, which sets out more detail.

Copies of the government amendment to the CSW Bill and the Policy Statement will be placed in both House libraries.

"Lets Talk about...."

- RSE will become compulsory for all schools in England (likely implementation date September 2019)
- The consultation may also lead to PSHE itself being compulsory (statutory) later

Parents' rights to withdraw a child from
SRE

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

Today's considerations



- The internet
- Television
- Social media
- Other media
- Friends
- Family
- School



Putting RSE into context

*AGE -
APPROPRIATE!!!!*

- Children are now exposed to representations of sex and sexuality through the media and the social culture around them
- STIs and teenage pregnancy
- Parents/carers report they want support
- Delay messages reduce risk-taking
- Young people say "too little, too late, too biological"

At primary school, a graduated, age-appropriate programme of SRE should ensure that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

SRE GUIDANCE (2000)

What is
taught when in
Relationships?

Our starting point

- We all want children to feel safe and to be happy and healthy
- We need to consider their needs
- We need to normalise talking about relationships and sex in an **age appropriate way**
- We might need to challenge our ways of thinking (we challenge the attitude, not the person)
- We have choices: we can bury our heads in the sand or we can communicate openly and honestly with children - they need us!

Yearly Progression of Relationship content

Year Group	Relationships content
F1 and F2	Families, friendships, falling out and bullying, being good friends
1	Families, making friends, greetings (physical contact), people who help us, being my own best friend, celebrating special relationships
2	Families, keeping safe (physical contact), friends and conflict, secrets, trust and appreciation, celebrating special relationships
3	Family roles and responsibilities, friendships, keeping myself safe, being a global citizen, celebrating my web of relationships
4	Relationship web, love and loss, memories, special animals, special pets, celebrating relationships with people and animals
5	Recognising 'me', getting on and falling out, girlfriends and boyfriends, relationships and technology
6	Relationship web, love and loss, power and control, being safe with technology

To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings (without fear)

To help young people develop positive and healthy relationships appropriate to their age, development, etc. (showing respect for self and others)

To support young people to have positive self-image and body image, and to understand the influences and pressures around them

To make informed choices when considering a sexual relationship, to keep themselves safe (without an unplanned pregnancy or sexually-transmitted infection)

Fulfilling government expectations

- The PSHE Association Programme of Study (2017) sets out what the government expects all schools to be covering in PSHE lessons
- The Jigsaw Puzzles 'Relationships' and 'Changing Me' cover amply everything (and more!) that is featured in the Programme of Study

Question...

- Do you think today's children and young people need a different approach to your experiences?

Where and when did you learn about relationships and sex?

CONSIDER...

Was the information accurate?

Were there any myths?

Did anything you hear frighten you?

Did you understand it all?

What some people say about RSE?

If you start RSE too young, it just destroys children's innocence and puts ideas into their heads

Children growing up today face more challenges than their parents did

It's the business of the school to teach facts rather than morals

The responsibility for educating children about sex and relationships should be shared between school and home

Is there a better way for your children to learn about relationships and sex?

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

Sex Education Forum

Its not just about the “S” word



“Don’t step on it . . . it makes you cry.”

RSE in Jigsaw

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

Life cycles

How babies are made / How they grow

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/transition to secondary

Relationship Education



Science and PSHE - what's the difference?

- 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
Year 1 and 2 only
- The names for the main parts of the body (including external genitalia) the similarities and difference between boys and girls
- how to maintain physical, mental and emotional health and well-being
- how to manage risks to physical and emotional health and well-being
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and well-being and to recognise sources of help with this

RSE in Jigsaw FS-Y3

Sex Education in the Jigsaw PSHE programme

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)

RSE in Jigsaw Y4-Y6

Sex Education in the Jigsaw PSHE programme

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)

RSE

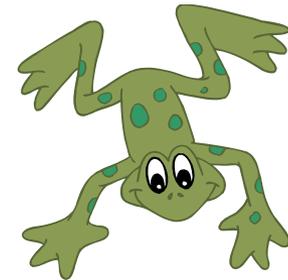
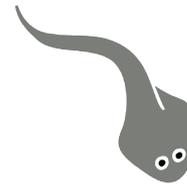
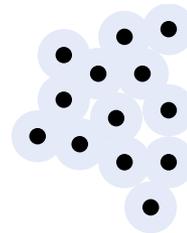
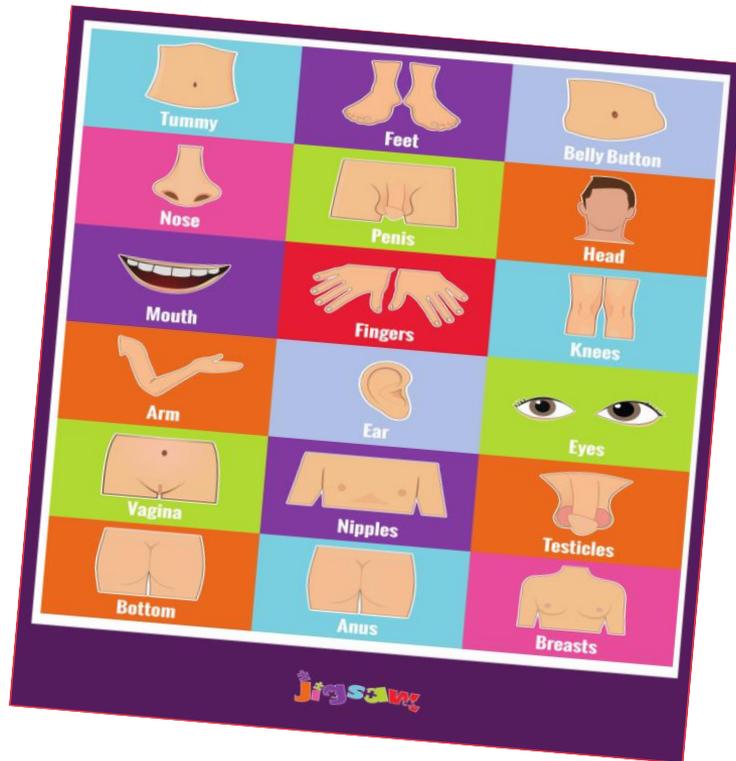
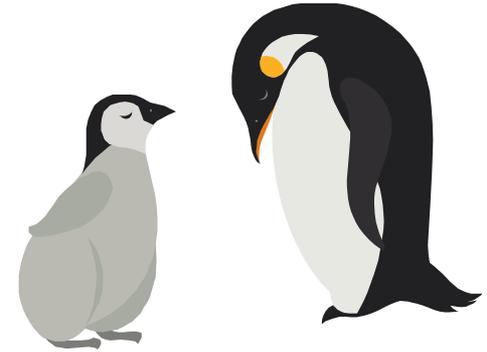
- Following consultation, the RSE proposals would be put in place for teaching to start in September 2019.
- The proposals involve:
 - All primary schools in England teaching 'Relationships Education'
 - All secondary schools teaching 'Relationships and Sex Education'
 - Reformed statutory guidance, following consultation
 - Retaining the parental right of withdrawal from sex education
 - Flexibility for schools in their approach, including for faith schools to teach within the tenets of their faith

What does the government say about RSE?

"Children need high-quality sex and relationships education so they can make wise and informed choices. We will... make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy."

White Paper 2010: 'The Importance of Teaching'

Supporting material: games, activities, pictures



Don't forget...

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 the child's perspective

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