

What is PSHE and RSE?

*Personal, Social and Health Education
Relationships and Sex Education*

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

At Butlers Court we want all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain.

School and home partnership



We aim to inform you of:

- the school's legal obligations on Relationships and Sex Education, and Health Education (from 2020)
- what we mean by Sex Education
- your rights as a parent/carer
- how, what, why and when we intend to teach children

Why did we choose this scheme to teach PSHE and RSE

Comprehensive programme, covering statutory relationships and health education

Spiral curriculum-we are all teaching the same units at the same time and building on these

Fully planned-all resources are there-obviously you can build on this

Pulls together our Butlers Court good practise-values, whole school assemblies



A recognisable structure from EYFS - Yr6

A 'live' planning tool-continually being developed to consider up to date issues

Includes MINDFULNESS-allowing children to advance their emotional awareness, concentration and focus

Strong emphasis on EMOTIONAL LITERACY-building resilience and nurturing mental health

Jigsaw PSHE Structure

- 6 half termly topics-all year groups will complete the same theme at the same time *These are referred to as the PUZZLES*

The Six Puzzles (Themes/Units of work)

There are six Puzzles in Jigsaw (quickly identified by their colour scheme) designed to progress in sequence from the beginning of each academic year:

Term 1: **Being Me in My World**

Term 2: **Celebrating Difference (including anti-bullying)**

Term 3: **Dreams and Goals**

Term 4: **Healthy Me**

Term 5: **Relationships**

Term 6: **Changing Me (including Sex Education)**

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE/HWB learning (purple) and the other based on emotional literacy and social skills development (green).

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

EYFS to Year 3 Overview

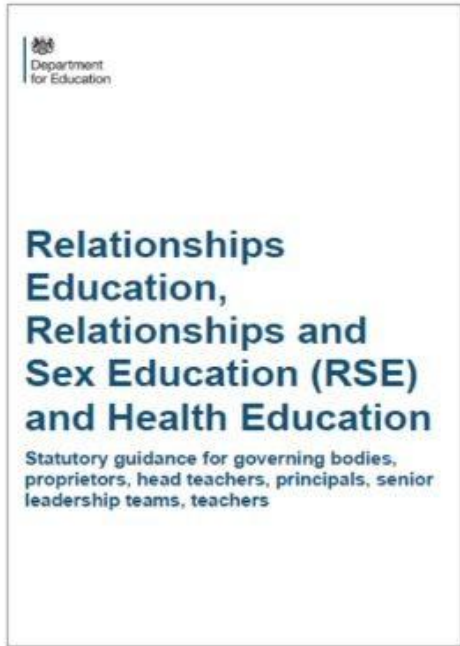
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Year 4 to Year 6 Overview

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Compulsory status of RSE and Health Education

What must schools teach?



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

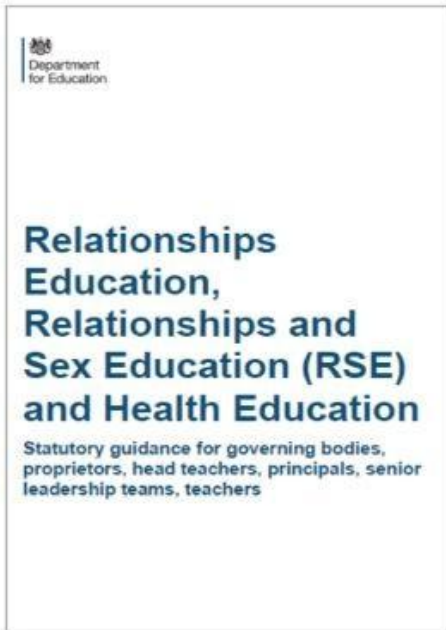
Supported by over 100 organisations, including Public Health England, Teaching Unions, NCB, etc)

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 have schools got to teach?



PRIMARY

RELATIONSHIPS EDUCATION IS COMPUSLORY

HEALTH EDUCATION IS COMPULSORY

But Sex Education is at each school's discretion although recommended by the DfE

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

Something to think about...



Where
and
When?

Where and when did *you* learn about relationships, puberty and human reproduction?



Where?

Was this the best way?

Who told you?

Was there anything that you didn't understand?

When?

Was there anything you were frightened about?

Has the world changed since then?

The world has changed a lot since any of us learned about relationships, puberty and human reproduction -

Today's considerations:

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

Have you ever listened or sung along to this and actually considered the language and what it means?



Music and lyrics

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



- This is particularly interesting as the Little Mix demographic is predominantly girls from age 8 upwards.
- These lyrics pale into insignificance compared to artists like Drake, or those in the drill (HIP HOP) music genre which is popular at present.





Our starting point...

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

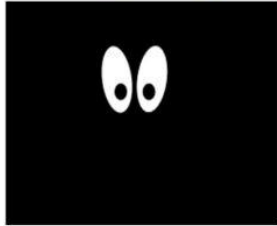
When it comes to relationships, puberty and human
reproduction, children's heads are probably not empty – but
they may be full of myths and half-truths

We mustn't let our adult knowledge of relationships etc
prevent us seeing things from a child's perspective

Ignorance does not preserve innocence but may leave
children vulnerable



If RSE is so important, which approaches are best?



Keep children in the dark - tell them nothing to preserve their innocence and wait until they're older.



Information overload - tell children everything in one go in Year 6 just before they go to secondary school.

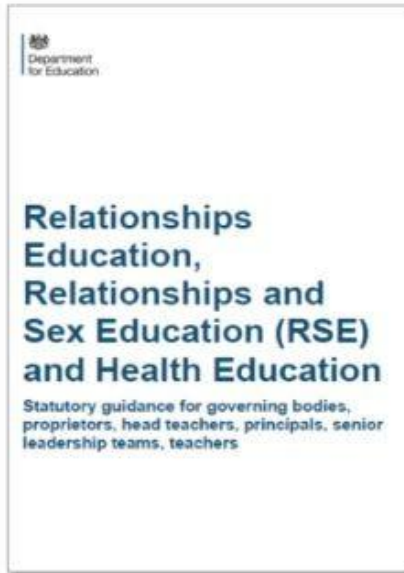


Scare tactics: Might work for some young people but lots of research that says it can encourage others to take risks



We believe that accurate information at the right age and stage of development, coming from school AND home is a much better way.

Relationships Education is Compulsory

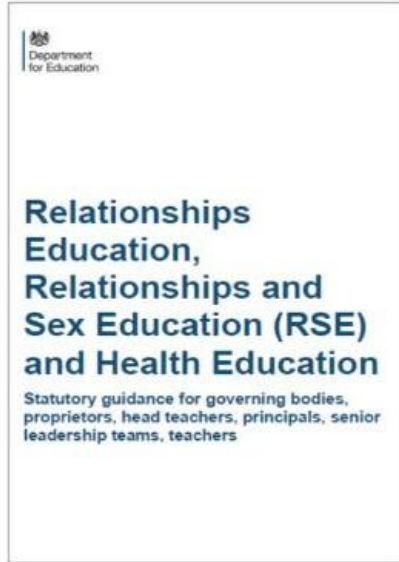


What should children know about relationships?

- What a positive, healthy, caring, safe relationship looks and feels like.
- How to speak up and get help when a relationship does not feel healthy/positive/safe
- How to build and maintain positive relationships
- This refers to both online and offline relationships

Health Education is Compulsory

What should children know about health?

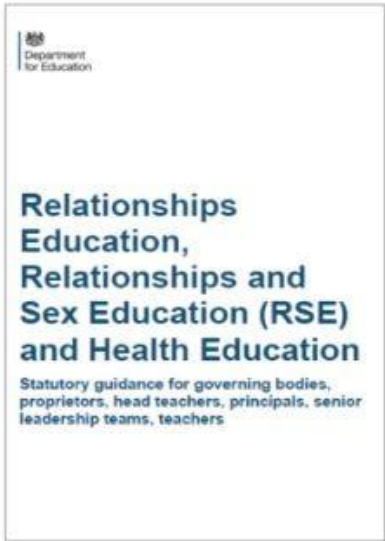


- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (Puberty)

* Discussions around puberty are statutory as they are included in the Health Education of all pupils, it is not classed as Sex Education

Discussions around puberty are compulsory

What should children know about puberty?



1. Correct names for parts of the body including genitalia
2. How their bodies will change during puberty
3. How to manage these changes/ practicalities
4. Why these changes need to happen
5. How and where to ask for help if needed

The teaching of Sex Education is at each school's discretion although is recommended by the DFE

At Butlers Court School we believe a Sex Education programme tailored to the ages and maturity of the pupils is essential.

We shall deliver this using the Jigsaw PSHE/RSE scheme.

Jigsaw defines Sex Education as

“Human reproduction, conception and birth”

Human reproduction is taught in a biological way (so that children know accurate facts before they go to secondary school), whilst emphasising the need for babies to be born into loving families.

Let's call it 'Understanding human reproduction'



Sex Education (which we have defined as Human reproduction, conception and birth) is the only part of RSE that parents have the right to request that their child be withdrawn from.

But what exactly would that look like based on the Jigsaw programme?

How do we teach the compulsory (DFE statutory) requirements for Relationships and Health Education at BC through PSHE?



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
* Human reproduction 3 lessons
* 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

What will my child be taught about puberty and human reproduction?



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

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)

Everything taught up until Yr3 falls within the statutory guidelines

Correct terminology is used to meet safeguarding obligations and to ensure pupils use these words appropriately-body part words are not rude or dirty (penis, testicles, vagina, vulva, anus)

Puberty is introduced very gently in Y3 because some girls may start their periods early and it is necessary to prepare them for this so they aren't scared or worried



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)

In Yr4 - Conception is introduced age appropriately in the context of why our bodies change during puberty.

Puberty for girls, doesn't exclude the boys, but the main focus is on menstruation.

In Yr5 - Conception and puberty is built upon

In Yr6 - Puberty, conception and childbirth is covered in more detail (but still age-appropriately)

There is a chance for single gender group lessons (up until this point lessons have all been mixed gender).

Sex Ed is compulsory at secondary school so there is an expectation that children will be moving into Y7 with some knowledge.

What will we be doing to inform parents?

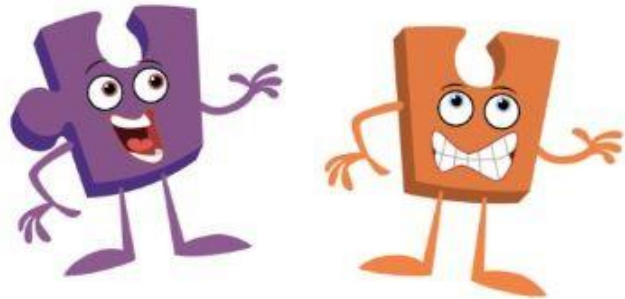
End of Spring term 2023

- Year 4, 5 and 6 teachers will send home the learning objectives and examples of the vocabulary that will be introduced to the children.

If you then have any questions or concerns, we ask that you contact your child's class teacher and arrange to discuss this further.

Academic year 2023-24 and beyond

Going forward, at the September 'meet-the-teacher- meetings, we will be sharing in each year group key learning objectives, vocabulary and resources.



Any questions?