



Relationships and Sex Education (RSE)-Wednesday 24th March

Parent/Carer meeting

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Aims of the session

- Share statutory RSE updates
- Share the RSE policy with key messages
- Explain how RSE will be delivered at High Down Schools
- Share content to be delivered for Relationships, Health and Sex Education
- Questions can be sent to office@highdownschools.org
- *The RSE policy and Jigsaw progression document will be saved on our school website.*
- *This PowerPoint will also be available to view following this meeting*

RSE updates

- As you may already be aware, the Department for Education has announced changes to relationships and sex education following nationwide consultation. These changes were due to come in to effect from September 2020. In light of Covid-19 and school closures, we delayed this until Summer 2021. By next term, all schools will be required to comply with the updated requirements. The statutory guidance can be found at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- We have been reviewing our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our children.

RSE updates

- Relationships Education statutory from Term 5
- New statutory RSE policy created by the school
- Teaching is sensitive and age appropriate in approach and content.
- Jigsaw will be used to deliver the full programme, which covers the full PSHE curriculum including RSE. This will ensure consistency and clear progression throughout the schools.
- Before any Sex Education lessons are delivered, parents/carers will be invited to view the specific content that will be taught if they wish to do so.
- Teachers will consider the delivery of lessons and when these will take place.
- The 'sex education' aspect is not statutory in primary school.
- The statutory requirements in primary school are that we teach the Health Education curriculum and Relationship Education curriculum. However, we will continue to deliver our Sex Education programme at appropriate stages.

Key messages from the policy:

- Relationships and Sex Education is about the understanding of the importance of stable and loving relationships and of respect, love and care. It is also about the learning of sex, sexuality and sexual health at an age appropriate stage of the children's development.
- At High Down Schools, Relationships and Sex Education (RSE) will be delivered through the Jigsaw Programme which covers all aspects of relationships, health and sex education within the context of a full PSHE programme.
- Parents and carers play a vital role in the development of their children's understanding about relationships. Parents and carers will be advised (by letter) about forthcoming sex education lessons.

Key messages from the policy:

- **The RSE Curriculum:**
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
- Children will be introduced, at appropriate stages, to the correct terminology used in the relationships and sex education programme (Jigsaw).
- Parents and carers do not have the right to withdraw their children from relationships education part of the curriculum.
- Parents and carers have the right to withdraw their children from the non-statutory components of sex education within RSE. As a school, we are committed to working with parents and any parent wishing to exercise this right should contact Mrs Cowan to discuss their concerns further.

How RSE will be taught

- Always develop ground rules for RSE with the whole class and refer to them regularly.
- Agree with class not to ask personal questions/not volunteer personal information.
- Information should be medically and factually correct.
- Taught without bias or personal opinion.
- Promote equality.
- Talk about sexuality without promoting any one type of relationship.
- Parents and carers are informed when Sex Education will be taught so that they can support their children at home.

Relationships Education

Relationships education is age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. The focus is on:

- Different types of relationships, including friendships, family relationships and dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online



Jigsaw

- Jigsaw is a complete set of lesson plans for schools, one for each week, covering personal development, social skills and health education for children and young people aged 3 years to 11 years.
- The aim is to equip children to understand who they are, to be healthy and happy and good, caring people.
- There is a strong emphasis on emotional wellbeing and mental health.

Jigsaw content

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

Jigsaw content

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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	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	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Any questions?

- Questions can also be sent to office@highdownschools.org