

Dear Parents/Carers

We are writing to you to inform you that in the second half of the summer term your child will be studying aspects of relationships and sex education (RSE), like they did last year. From September 2021 all primary schools were required to have Relationships Education in place and a Relationships and Sex Education (RSE) policy.

What is Jigsaw PSHE?

At Thrybergh Primary we use a whole school PSHE scheme called Jigsaw. Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lessons.

Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July). Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The different puzzle pieces are:



1. Being Me In My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me



To find out more about Jigsaw please click on the link below to

[Jigsaw Parent/Carer guide](#)

[Jigsaw PSHE Policy](#)



THRYBERGH PRIMARY SCHOOL

Oldgate Lane, Thrybergh, Rotherham, S65 4JG

☎ 01709 850732

✉ office@thryberghprimary.org

🌐 thryberghprimary.org

HEADTEACHER: Mrs R Parry-McDermott

What is Relationship and Sex Education?

The Government's definition is this: "It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity - this would be inappropriate teaching." (Department for Education and Employment, SRE Guidance, 2000)

Why is RSE needed?

- More than ever before, children are exposed to representations of sex and sexuality through the media/ social media and the social culture around them, so we need to present a balanced view of RSE and help them to be discerning and stay safe.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are relatively high - as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE for their children.
- Research consistently shows that effective RSE delays first sexual experience and reduces risk-taking.
- Surveys of children and young people, as well as Ofsted, have repeatedly told us that RSE tends to be "too little, too late and too biologic"

How will RSE be taught?

In school we use the Jigsaw PSHE scheme of work, for all aspects of PSHE education. We will therefore be teaching lessons taken from this scheme for RSE. There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Your child will be taught the 'Changing me' unit after half term. Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of the RSE coverage within the Jigsaw scheme for each year group:

Year Group	Changing Me
Year 1	<ul style="list-style-type: none"> • Life cycles - I am starting to understand the lifecycles of animals and humans • Changing me - I can tell you some things about me that have changed and some things about me that have stayed the same since being a baby • My changing body - I can tell you how my body has changed since I was a baby • Boys and girls bodies - 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, anus • Learning and growing - I understand that every time I learn something new I change a little bit • Coping with changes - I can tell you about changes that have happened in my life
Year 2	<ul style="list-style-type: none"> • Life cycles in nature - I can recognise cycles of life in nature • Growing from young to old - I can tell you about the natural process of growing from young to old and understand that this is not in my control • The changing me - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • Boys and girls bodies - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, anus) and appreciate that some parts of my body are private • Assertiveness - I understand there are different types of touch and can tell you which ones I like and don't like • Preparing for transition - I can identify what I am looking forward to when I am in Year 3
Year 3	<ul style="list-style-type: none"> • How babies grow - I 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 • Babies - I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow • Outside body changes - I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process • Inside body changes - 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 • Family stereotypes - I can start to recognise stereotypical ideas I might have about parenting and family roles • Preparing for transition - I can identify what I am looking forward to when I am in Year 4
Year 4	<ul style="list-style-type: none"> • Unique me - 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 • <u>Having a baby - I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</u> • Girls and puberty- 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 • Circles of change - I know how the circle of change works and can apply it to changes I want to make in my life • Accepting change - I can identify changes that have been and may continue to be outside of my control that I learnt to accept • Looking Ahead - I can identify what I am looking forward to when I am in Year 5

Year 5	<ul style="list-style-type: none"> Self and body image - I am aware of my own self-image and how my body image fits into that Girls and puberty- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotional Boys and puberty- I can describe how boys' and girls' bodies change during puberty <u>Conception - I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</u> Looking ahead - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
Year 6	<ul style="list-style-type: none"> My self image - I am aware of my own self-image and how my body image fits into that Puberty- girl talk/boy talk - I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally <u>Babies- Conception to birth - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</u> Attraction - I understand how being physically attracted to someone changes the nature of the relationship The year ahead - I can identify what I am looking forward to and what worries me about the transition to secondary school

Can I withdraw my child from RSE?

Currently, parents/carers have the legal right to withdraw their children from the Sex Education lessons included in the RSE curriculum but they are not permitted to withdraw their child from the Sex Education included in the National Curriculum Science Orders, as Science is a statutory subject. The lessons highlighted and underlined above in yellow are teaching Sex Education. If you are considering taking your child out of these lessons, please consider the following:

- All the other children in your child's class will have been taught this information and may well talk to your child about it, perhaps in the playground... and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about reproduction in Science lessons. The RSE in PSHE will echo this and will concentrate on teaching children how to enjoy healthy, appropriate relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that RSE won't be seen as contentious or a cause for concern, but rather as helpful.
- Talk to your child's teacher about the content of the lesson. Often, when parents and carers find out what is in the PSHE curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning.

How can I get more information?

Our PSHE policy is available to read on our website. If you would like more information about the RSE that your child will be taught then please feel free to contact your child's teacher.