



## **Rationale**

Relationship and sex education (RSE) is a key aspect of Personal, Social and Health Education at Parkside Community Foundation Primary School. As such, it is more than the biology of reproduction and is taught within the context of caring relationships. The Relationship and Sex Education provided is underpinned by the values of our school as reflected by our whole school R.E.A.C.H values (resilience, effort, aspiration, courtesy and honesty). Lessons in upper key stage 2 (UKS2), form a foundation for further work in secondary schools, and we hope that skills and attitudes developed will enable the children to lead healthy lives.

At Parkside Community Foundation Primary School, we have based our RSE Policy from Jigsaw PSHE, which provides guidance on RSE through specific “puzzles” or units like ‘changing me’ and ‘relationships’.

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. We must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. In teaching RHSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. From September 2020, it is statutory for all primary schools to deliver Relationship Education.

The purpose of teaching RSHE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Parkside Community Foundation Primary School, we aim for our pupils:

- to develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- for pupils to be able to name parts of the body and describe how their bodies work;
- for children to know how they can protect themselves and where to ask for help and support;
- to raise awareness of sexual abuse /exploitation (at age appropriate levels), and where they can seek advice if they are worried about any sexual matters;
- to have the opportunity to discuss relationship and sex education issues, at home or school, without embarrassment;
- to empower children to make informed choices about their education and future adult life;
- to understand they have the right to counteract misleading or false information and challenging sexism or prejudice;

- to understand they have a responsibility to themselves to respect their own bodies and to look after their own mental and physical well-being.
- to engender children to respect their own bodies and the importance of sexual activity being within a committed, long term and loving relationship;
- to teach about the importance of family life and proper care of all creatures;
- to explain moral questions and develop respect for the views of other people;
- to explore human attitudes and emotions
- to explore relationship issues;
- to ensure that pupils are prepared for puberty;
- to understand the way humans reproduce

We also aim for teaching staff in our school to be confident:

- in planning, delivering and assessing RSHE;
- in answering parents' questions and dealing with sensitive issues.

The school will work towards these aims in partnership with parents.

### **Delivering Relationship and Sex Education**

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education, and these are taught in a developmentally appropriate way.

## Jigsaw Content

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

Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 - Puberty for boys and girls, and conception

Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

### 'Changing me' puzzle 6 - unit coverage for each year group

**Jigsaw SRE Content** The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle 6.

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content	Safeguarding
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	<b>Connect us</b> - Paired activity: changes from baby to adult <b>Open my mind</b> - whole class sing 'Changing as I grow' <b>Show me or Tell me</b> - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Teacher led discussion using photographs showing similar growth stages for humans. <b>Let me learn</b> - Paired activity - Life cycles, sorting the life cycle cards into the right order <b>Help me reflect</b> - Draw and write individual activity - 'me now and what I want to be when I grow up'.	Neglect
1	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	<b>Open my mind</b> - whole class sing 'Changing as I grow' <b>Show me or Tell me</b> - baby photo session. Distinguish between changes: body, appearance, abilities, <b>Let me learn</b> - individual activity, writing about how you have changed since you were a baby / little <b>Help me reflect</b> - individual draw and write activity: 'I am pleased I am getting older because...'	Neglect Poor parenting <i>An alternative activity may be necessary for children who do not have access to a photo of themselves as a baby (adopted, in care, refugee, asylum seeker etc.)</i>
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	<b>Open my mind</b> - Whole class activity using PowerPoint slides of animals, can we identify males and females? <b>Show me or Tell me</b> - Same gender pairs can we identify gender from appearance alone (list three ways)? Introduction to male female 'private' body parts: penis, vagina, testicles (as covered by a swim suit). <b>Let me learn</b> - Class sorting activity using two hoops (intersecting) and the body part cards (emphasis on using correct names) <b>Help me reflect</b> - Individual draw and write activity - me in a swim suit with labelled body parts including genitalia and the correct terms.	Female genitalia mutilation Physical abuse Sexual abuse
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	<b>Connect us</b> - 'Find your pair' card activity to get in pairs and consider what has changed between the two card images (young animal to adult animal) <b>Open my mind</b> - Sing 'Changing as I grow' and go through the song lyrics identifying changes in the song (and add own ideas). Reinforce change is sometimes out of our control and it's OK. <b>Tell me or Show me</b> - whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles. <b>Let me learn</b> - Draw and write individual activity to show what they know about a life cycle.	Poor parenting Neglect Emotional abuse

2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control  identify people I respect who are older than me	<b>Open my mind</b> - Sing the Jigsaw Song: Changing as I grow. Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person. <b>Tell me or Show me</b> - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc. <b>Let me learn</b> - Using the Leaf template, individual draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older. <b>Help me reflect</b> - Individual activity, complete the sentence stem: 'One thing that changes, in a good way, when we get old is...'	Physical abuse <i>An alternative activity may be necessary for children who do not have access to photos of their grandparents.</i>
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old  feel proud about becoming more independent	<b>Connect us</b> - Circle time activity (talking partners first) complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...' <b>Open my mind</b> - Whole class activity using the story of Titch and discuss the theme of growing. <b>Tell me or Show me</b> - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.	Poor parenting Neglect Physical abuse Emotional abuse Sexual abuse
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don't like about being a boy/girl	<b>Open my mind</b> - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class. <b>Show me or Tell me</b> - Whole class sorting activity, body parts specific /not specific to gender <b>Let me learn / Help me reflect</b> - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.	Gender -based violence Physical abuse Female genitalia mutilation
2	Piece 5 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like  be confident to say what I like and don't like and ask for help	<b>Connect us</b> - circle time activity, pass the touch. Discuss when we use touch, positive and negative. <b>Tell me or Show me</b> - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like. <b>Let me learn</b> - Individual draw and write activity; 'two types of touch I like'. <b>Help me reflect</b> - Individual draw and write activity, 'One way I like touch is when...'	Physical abuse Sexual abuse Emotional abuse Personal Safety Neglect <i>Ensure children know some touches we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</i>
3	Piece 1 How Babies Grow	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  express how I feel when I see babies or baby animals	<b>Connect us</b> - using pair cards, find your partner and talk about changes from being a baby to an adult. <b>Open my mind</b> - Class activity, introduction using PowerPoint to females having babies and males having an important parenting role. <b>Tell me or Show me</b> - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her. <b>Let me learn</b> - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. <b>Help me reflect</b> - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).	Poor parenting Neglect <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
3	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family	<b>Connect us</b> - whole class sing 'Changing as I grow' - and think about changes from being a baby to now <b>Open my mind</b> - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical). <b>Tell me or Show me</b> - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb. <b>Let me learn</b> - individual draw and write activity - what a baby needs to survive and live and grow. <b>Help me reflect</b> - Individual activity, list the 3 most important things a baby needs to survive and grow.	Neglect Poor parenting Emotional abuse Physical abuse
3	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  identify how boys' and girls' bodies change on the outside during this growing up process  recognise how I feel about these changes happening to me and know how to cope with those feelings	<b>Connect us</b> - circle time activity; changes that have happened and good and bad things about change. <b>Open my mind</b> - Class activity to introduce the word puberty and changes outside the body. <b>Tell me or Show me</b> - class sorting activity using body cards. Reinforce puberty changes with PowerPoint. <b>Let me learn</b> - Paired activity using resource sheet 'My Life, My Changes'. <b>Help me reflect</b> - individual reflection on what may be worrying them about growing up and what they are looking forward to.	Physical abuse Sexual abuse Emotional abuse Neglect
3	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up  recognise how I feel about these changes happening to me and how to cope with these feelings	<b>Open my mind</b> - Class discussion, where does a new life start from? Pick out differences (chicken lay eggs etc.) <b>Tell me or Show me</b> - Class activity, PowerPoint slides to identify and explain the key elements of puberty changes inside the body and how the changes link to the start of a new life. <b>Let me learn</b> - Paired activity using 'The Great Growing Up Adventure'. <b>Help me reflect</b> - Question Answer session using 'Jigsaw Jino's Private Post Box'. Respond to the questions with the class and deal with things in a form such as "Jigsaw Jino tells me some people aren't sure about... Let me explain it..."	Physical abuse Sexual abuse Emotional abuse Neglect Female genitalia mutilation <i>If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.</i>

3	Piece 5 Family Stereotypes	start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes	<b>Open my mind</b> - class activity using Task cards to think about male/female roles. <b>Tell me or Show me</b> - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken. <b>Let me learn</b> - In groups design a pillow case for a boy/girl. Is it stereotypical? Complete the sentence: 'Our design is/is not stereotypical because...' <b>Help me reflect</b> - individual reflection, who does which jobs in their home?	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying <i>Be mindful of cultural difference.</i>
4	Piece 1 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 I appreciate that I am a truly unique human being	<b>Open my mind</b> - class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us. <b>Tell me or Show me</b> - Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.) <b>Let me learn</b> - Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Also link to grandparent characteristics as well as those that are unique. <b>Help me reflect</b> - Individual draw and write activity, 'Being a truly unique human being makes me feel...'	Neglect <i>Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.</i>
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult	<b>Open my mind</b> - Class activity to review making special things i.e. a baby. Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask - Does everybody have to have a baby? <b>Tell me or Show me</b> - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System. <b>Let me learn</b> - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce. <b>Help me reflect</b> - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.	Physical abuse Emotional abuse Sexual abuse Gender -based violence <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations.</i> <i>*(Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.)</i>
4	Piece 3 Girls and Puberty	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 know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	<b>Connect us</b> - Whole class activity to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion. <b>Open my mind</b> - Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Reproductive System. <b>Tell me or Show me</b> - whole class activity to go through the stages of menstruation. <b>Let me learn</b> - Paired/small group sorting activity using 'Menstruation Cards' <b>Help me reflect</b> - Using Jigsaw Jaz to raise any worries about growing up.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying
5	Piece 1 Self-Image and Body-Image	be aware of my own self-image and how my body image fits into that know how to develop my own self esteem	<b>Connect us</b> - whole class circle activity, rolling the ball and giving complements <b>Open my mind</b> - small group sorting activity, using 'Self-image Cards'. Give each card a happy / sad face. Discuss where these perceptions come from (the happy/sad faces) and share the PowerPoint slide to help children understand this issue. <b>Tell me or Show me</b> - Individual activity to explore how we see ourselves (self-image), using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem*. Group activity using the 'Gingerbread person image' to create someone with high self-esteem. <b>Let me learn</b> - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples). Individual activity to change a sad face self-image card from Open my Mind, into a positive one. <b>Help me reflect</b> - Individual activity to write their affirmations on the front of their cards and take a few minutes in silence (perhaps with some gentle music) to repeat these to themselves. This will start to change the perceptions held in the subconscious.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations.</i> <i>*(Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.)</i>
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me	<b>Connect us</b> - Using a carousel to work in different pairs, discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed? <b>Open my mind and Tell me or Show me</b> - Whole class revisit what is needed to make a baby. Show PowerPoint with pictures of sperm and eggs. Go through how the female body prepares itself to have a baby using the animation 'The Female Reproductive System'. <b>Let me learn</b> - Whole class revisit different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing). <b>Help me reflect</b> - sharing their work from Let me Learn. Remind children to use Jigsaw Jez's private post box for any questions they have, but don't want to say out loud.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal safety
5	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty	<b>Connect us</b> - Circle activity to recap on changes that happen to us as we grow and go through puberty. <b>Open my mind</b> - Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Point out there are no worn or write answers and that opinions will vary. <b>Tell me or Show me</b> - Using the PowerPoint slides of the male organs, ensure all the children understand the male reproductive system. Use the animation: The Male Reproductive System to reinforce this. Small group activity using 'Boys 'n' Puberty Quiz'. Review the answers together. <b>Let me learn</b> - Paired activity to produce an information leaflet or PowerPoint presentation for children aged 7 - 9, with the title 'Puberty - It Happens To Us All'. <b>Help me reflect</b> - whole class circle activity to share what they have produced and compare notes on the kind of questions and topics they have chosen to address.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex whereas for others this will mean fancying someone of the opposite sex. If it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard.</i>

5	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways	<b>Connect us</b> - whole class activity using Relationships Cards to think about the types of relationships there are. Sort into different categories of relationship e.g. Family, Peer (may need explaining), Working and Relationships with Physical Attraction. <b>Open my mind</b> - Small group activity to consider relationships that become a couple and decisions to have a baby. Using 'Having a Baby Diamond 9 cards' to sort most important/ least important*. <b>Tell me or Show me</b> - Introduce the word 'Conception' - the moment when a new life begins. Use the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens. Introduce the term sexual intercourse. Show the PowerPoint slides of a baby in the womb to recap how new life grows. <b>Let me learn</b> - Small group sorting activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding <b>Help me reflect</b> - Review and discuss the learning from the session. Remind them of the Private Post Box for the questions they're still not sure about, or that may occur to them later.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>* The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether people with disabilities should have a family, whether parents need to be married, whether it is right for same sex couples to bring up children. Always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.</i>
6	Piece 1 My Self Image	aware of my own self-image and how my body image fits into that know how to develop my own self-esteem	<b>Open my mind</b> - Class activity using the PowerPoint image of make-up/airbrushing. Discuss the terms 'real' self-image and 'ideal' self-image <b>Tell me or Show me</b> - Individual activity to consider words associated with 'real self-image', using the self-image template. Highlight words that are associated with body image. Repeat for 'ideal self-image'. What problems are there is not being your ideal self-image? Discussion about how this links to good / poor self-esteem. <b>Let me learn</b> - Individual activity, using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie. <b>Help me reflect</b> - Individual draw and write activity, 'The main ingredient in my self-esteem smoothie is...'	Physical abuse Emotional abuse Sexual abuse Neglect
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty	<b>Connect us</b> -Starter activity to complete the 'Growing-Up bingo card'. Go through these as a class. <b>Open my mind</b> - Class (stand up - sit down) activity using the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. <b>Tell me or Show me</b> - Class activity using the PowerPoint slides showing girl to woman and boy to man and the animations (The Female/Male Reproductive Systems) to reinforce learning. <b>Let me learn</b> - Small group sorting activity to play the Puberty Truth or Myth game, to reinforce learning and highlight any unknowns. <b>Help me reflect</b> - Individual activity to write privately and anonymously, at least one question they have in their mind concerning puberty and growing up, (these questions will be used in the next session). Other questions can go into Jen's Private Post Box.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation
6	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive	<b>Connect us</b> - Paired activity to reinforce trust and depending on each other. <b>Open my mind</b> - Circle activity to play the Puberty Round. <b>Let me learn</b> - Single gender activity (if possible)* using the questions from Help me Reflect in Piece 2. Groups discuss the question and agree a helpful answer. Class activity to share questions and answers. Reminder of the importance for trust, respect and consideration when talking about such sensitive and important issues. <b>Help me reflect</b> - Circle activity to make sure everyone is OK with the answers and doesn't have any further questions.	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal Safety <i>*This Piece should, if it can be arranged, provide the opportunity for a single gender session, preferably working with a teacher or facilitator of their own sex and to ask questions.</i>
6	Piece 4 Babies - Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby	<b>Open my mind</b> - Class discussion to consider a baby developing. Use the PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' <b>Tell me or Show me</b> - Range of activities to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth' <b>Let me learn</b> - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swap cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally). <b>Help me reflect</b> - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future?	Neglect Physical abuse Emotional abuse Sexual abuse <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
6	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	<b>Open my mind</b> - Class mind mapping activity for the word 'independence'. <b>Tell me or Show me</b> - Small group activity using birthday cards (aimed at 13 year olds) to discuss perceptions (negative and positive aspects) of being a teenager. Class discussion to draw out key aspects and to reiterate that with additional 'rights' come responsibilities. <b>Let me learn</b> - Small group activity using the 'holding hands' cards to discuss what physical attraction is. <b>Help me reflect</b> - Individual writing activity to reflect on ways to cope with growing up.	Neglect Physical abuse Emotional abuse Sexual abuse Child sexual exploitation <i>When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.</i>

### Training and support for staff:

Support for teaching and understanding RSE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies. All additional resources and support materials are available to access on the whole school resources drive.

## **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead. Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context. If a child asks the question related to naming the body parts, then the adult will confirm that the term they have used is correct or incorrect and state that it is or is not the medical term and refer the question to the parent at the end of the day.

## **Cross-Curricular Links**

All curriculum areas contribute to RSE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- English – discussion of specific relationships and moral dilemmas;
- RE – discussion of family and marriage;
- History and Geography – discussion of wider social issues;
- Art and Music – discussion of feelings and emotions within relationships.

## **Parents and Sex & Relationships Education**

The school views parents as partners in the delivery of RSHE. Parents will be informed about the Relationship, Sex and Health Education programme as part of information provided on what their children will be learning.

The school encourages parents to voice their concerns about RSE with their child's teacher and will be invited to view materials. We believe that for the children to achieve the desired objectives a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective, we:

- inform parents/carers about the school's RSE policy and practice;
- answer any questions that parents/carers may have about RSE of their child;
- take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSHE in the school;

- encourage parents/carers to be involved in reviewing the school policy and making modifications, as necessary;
- Inform parents/carers about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents/carers give to children at home.

### **Withdrawal from RSE Lessons**

Parents/carers have the right to withdraw their children from the sex education aspect of PSHE lessons, this does not include those part that are statutory in the National curriculum. Parents cannot withdraw their children from the Health and Relationships Education provided at school. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the sex education aspects of the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

### **Differentiation and Additional Educational Needs**

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

### **Equal Opportunities**

Parkside Community Foundation Primary School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. However, should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate school policy will be followed.

### **Monitoring and Review**

The Governing Board monitors the RSHE Policy on an annual basis. The Board require the Head of School to keep a written record of the content and delivery of the *\*RSE programme of study* that is taught at Parkside Community Foundation Primary School.

Signed by Executive Headteacher \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_

Date \_\_\_\_\_