



Relationships, Sex and Health Education

Parent / Carer Information

School and Home partnership

Through this presentation we aim to inform you of:

- Our legal obligations on the teaching of Relationships and Sex Education.
- Your rights as a parent / carer.
- How we are planning to teach RSE through our curriculum.
- What this looks like and the vocabulary and images that will be used.

What should children know about relationships and why?

- What a positive, healthy, caring, safe relationship looks and feels like.
- How to speak up and get help when a relationship doesn't feel healthy / positive / safe.
- How to make and maintain positive relationships.

'Today's children and young people are growing up in an increasingly complex world.

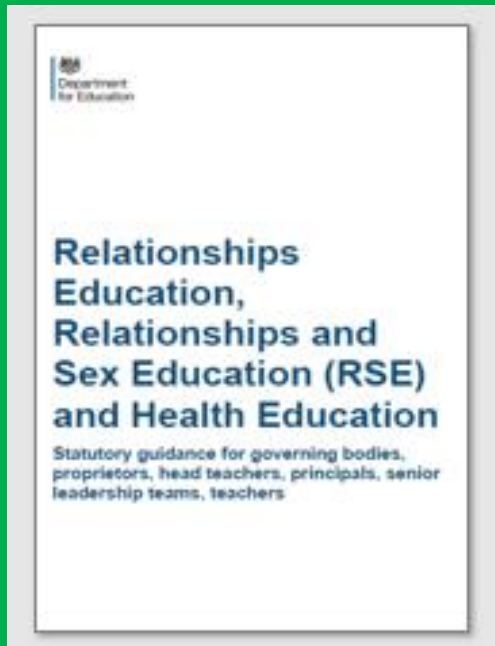
Children and young people need to know how to be safe, healthy and manage their personal and social lives in a positive way.'

DFE Guidance- Relationships, Sex and Health Education 2019

Relationships Education

Relationship education is not only about intimate relationships, it also includes learning about families and friendships, kindness and acceptance of others who are different from ourselves, how we treat and look after ourselves and the importance of community.

Compulsory status of RSE and Health Education



What are the expectations for Primary Education?

- Mental health and well-being
- Internet safety and online relationships
- Physical health and fitness
- Healthy eating
- Changing bodies
- Families and people who care for me
- Respectful relationships
- Being safe

Sex education is discretionary at primary... However the DFE recommends:

'All primary schools should have a sex education programme that is tailored to the age and physical and emotional maturity of the pupils, drawing on knowledge of the human life cycle set out in the Science.'

Can parents
withdraw their
children from RSE?

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE

NOT from Relationships or Health Education

During this presentation we will explain to you what the school defines as Sex Education and what it looks like and how we will teach it so you can make an informed decision.

At The Horsell Village School, Relationships and Sex Education is integrated into the Personal, Social and Health Education programme of the school, as well as being a topic in the Science Curriculum.

At The Horsell Village School we teach Personal, Social and Health Education as a whole- school approach to underpin children's development as people as we believe this also supports their learning capacity.

The Jigsaw programme offers a comprehensive, carefully thought-through scheme of work that brings consistency and progression to our children's learning in this vital curriculum area.

Jigsaw supports "Personal Development "and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.



Jigsaw is taught in 'pieces' that are mapped out across the year

Puzzle Piece	Term
Being me in my world	Autumn 1
Celebrating Difference	Autumn 2
Dreams and Goals	Spring 1
Healthy me	Spring 2
Return to school, re-establishing friendships, sense of community, belonging and learning behaviours	Summer 1
Relationships	Summer 1 / 2
Changing me	Summer 2



Relationships

Reception Relationships

Puzzle Map



Detailed below is the order in which we teach about relationships

Weekly Celebration	Puzzle Piece	Learning Intention	Key Vocabulary
Know how to make friends	Family and me	I can identify some of the jobs I do in my family and how I feel like I belong.	Relationships Family Different Similar
Tyr to solve friendship problems when they occur	Make friends and never break friends part 1	I know how to make friends to stop myself feeling lonely.	Friends / friendships Arguments Feelings- angry / upset Frustrated
Help others to feel part of a group	Make friends and never break friends part 2	I can think of ways to solve problems and stay friends.	Kind / unkind Calm
Show respect in the way they treat each other	Falling out and bullying part 1	I am starting to understand the impact of unkind words.	
Know how to help themselves and others when they feel upset and hurt	Falling out and bullying part 2	I can use calm me time to manage my feelings.	
Know and show what makes a good relationship	Being the best friends we can be	I know how to be a good friend.	

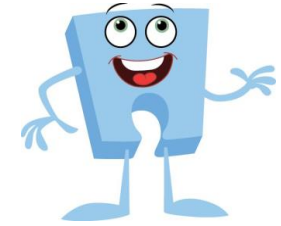
Reception Relationships

Sample of images we use to support our teaching.



Year 1
Relationships

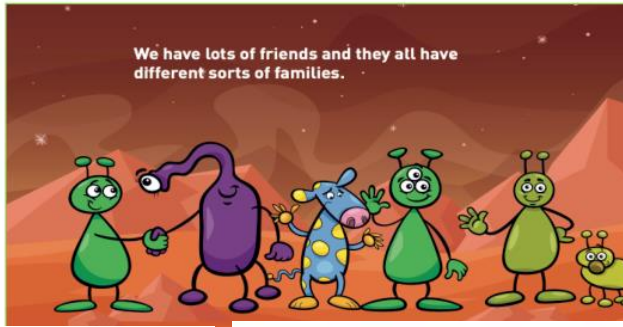
Puzzle Map



Detailed below is the order in which we teach about relationships

Weekly Celebration	Puzzle Piece	Learning Intention	Key Vocabulary
Know how to make friends	Families	I can identify the members of my family and understand that there are lots of different types of families	Family Belonging Different Same / similar Friendships Qualities Caring Sharing Kind Like / dislike Help / helpful Community
Try to solve friendship problems when they occur	Making friends	I can identify what being a good friend means to me	
Help others feel part of a group	Greetings	I know appropriate ways of physical contact to greet my friends and I know which ways I prefer	
Show respect in how they treat others	People who help us	I know who can help me in my school community	
Know how to help themselves and others when they feel upset or hurt	Being my own best friend	I can recognise my qualities as a person and a friend	
Know and show what makes a good friendship	Celebrating my special relationships	I can tell you why I appreciate someone who is special to me.	

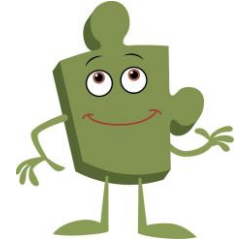
Year 1 Relationships



Sample of images we use to support our teaching

Puzzle Piece

Detailed below is the order in which we teach about relationships



Weekly Celebration	Puzzle Piece	Learning Intention	Key Vocabulary
Know how to make friends	Families	I can identify different members of my family, understand my relationships with each of them and know why it is important to share and cooperate.	Family Different / similarities Special Relationships Important
Try to solve friendship problems when they occur	Keeping safe- exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.	Cooperate Touch Like / dislike
Help others feel part of a group	Friends and conflict	I can identify some of the things that cause conflict with my friends.	Acceptable / not Positive problem solving
Show respect in how they treat others	Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.	Trust / trustworthy Good secret / worry Sad / frightened
Know how to help themselves and others when they feel upset or hurt	Trust and appreciation	I recognise and appreciate people who help me in my family, my school and my community.	Honesty Reliability
Know and show what makes a good friendship	Celebrating my special relationships	I can express my appreciation for the people in my special relationships.	

Year 2 Relationships

Sample of images we use to support our teaching



Stop

Think about how you're feeling. Angry? Upset? Disappointed? Let down? Try to calm these feelings so you can think about what's gone wrong.



Get Ready

Look at each other's point of view. Listen to how the other person sees it. Talk calmly about how you see it. Work out what's gone wrong.



Mend The Friendship

Say sorry if you need to (even if it's hard). Agree how to put it right. Do something fun together. Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").

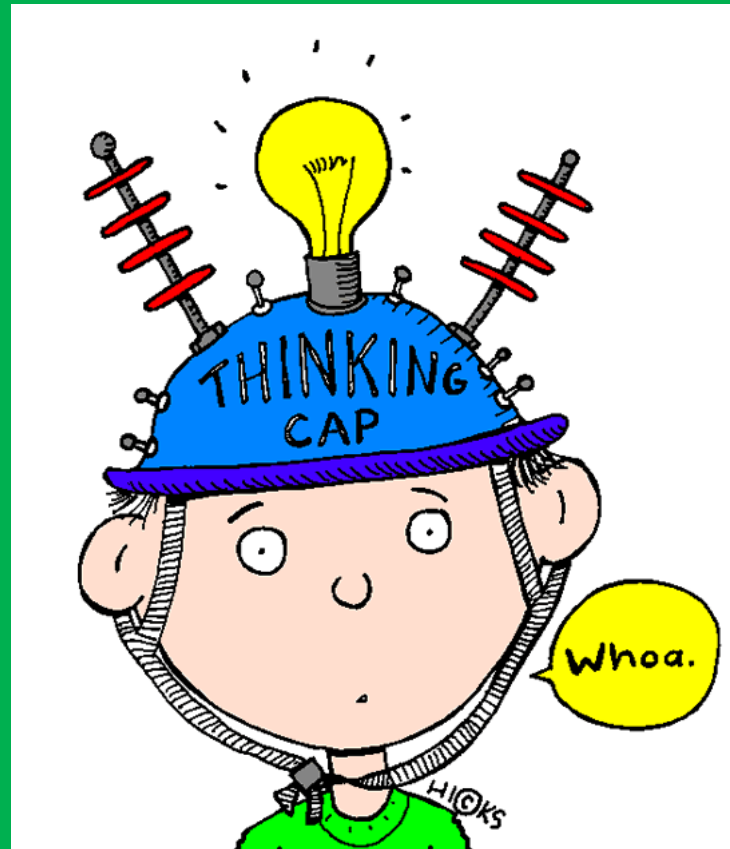
Sex and Health Education

Was there anything that you didn't understand?

Where and when did you learn about relationships and sex?

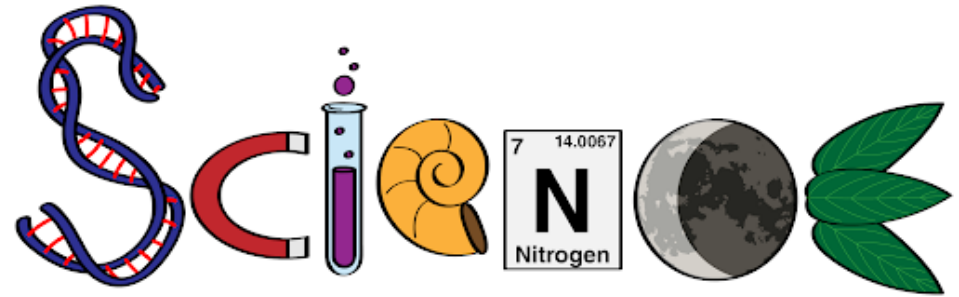
Was there anything you were frightened off? ?

How as the world changed since then?



Was this the best way?

Science and Sex Education



At school we cover a lot of the more 'scientific' element of Sex Education through our science curriculum.

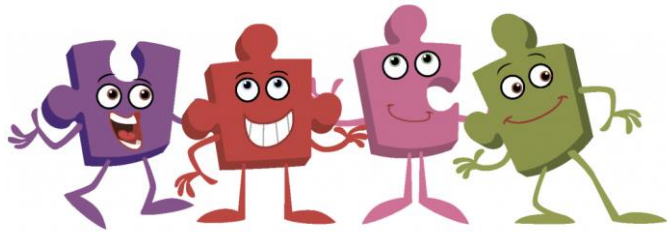
By the end of KS1 (when the children leave us at the end of year 2), children need to be able to:

Science KS1

- 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.

The Jigsaw scheme of work defines Sex Education as

- Human reproduction
- Conception and birth.

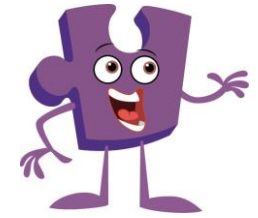


Puzzle Piece

Changing me

As the children progress through the jigsaw pieces they will focus on:

Year Group	Puberty and Human Re-production	
Reception	Growing up	How have we changed since we were babies.
Year 1	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 makes us different and using correct names for them.
Year 2	The changing me	Where I am 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

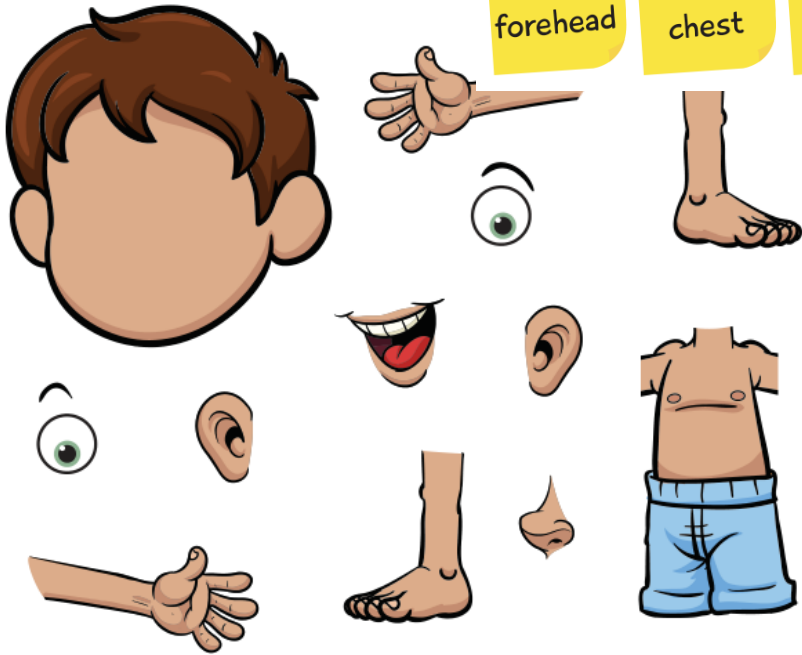


Detailed below is the order in which we teach 'Changing Me' including Sex Education.

Weekly Celebration	Puzzle Piece	Learning Intention	Key Vocabulary
Understand that everyone is unique and special	My body	I can name parts of the body	Body parts: Face Eyes Ears Hands Arms Legs Forehead Mouth Chest Stomach Eye brow Penis Vagina
Express how they feel when change happens	Respecting my body	I can tell you some things I can do and foods I can eat to be healthy	
Understand and respect the changes that they see in themselves	Growing up	I understand that we all grow from babies to adults	
Understand and respect the changes they see in other people	Fun and fears part 1	I can express how I feel about moving to Year 1	
Know who to ask for help if they are worried about change	Fun and fears part 2	I can talk about my worries and / or the things I am looking forward to about being in Year 1	
Looking forward to change	Celebration	I can share my memories of the best bits of this year in Reception	

Reception
Changing Me

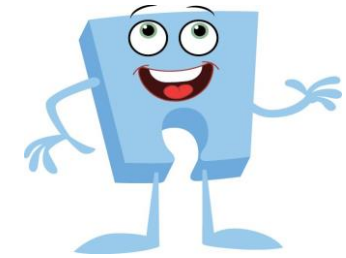
eye	ear	knee	finger
foot	mouth	nose	stomach
eyebrow	arm	tongue	toe
forehead	chest	hand	leg



Sample of images we use to support our teaching

Year 1
Changing me

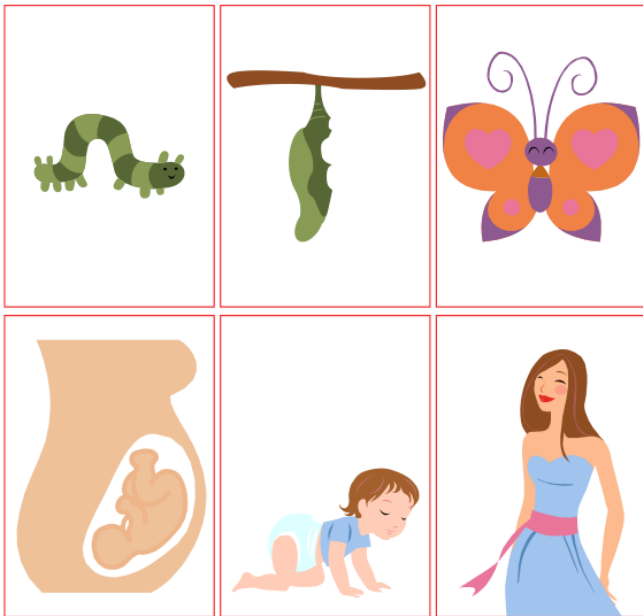
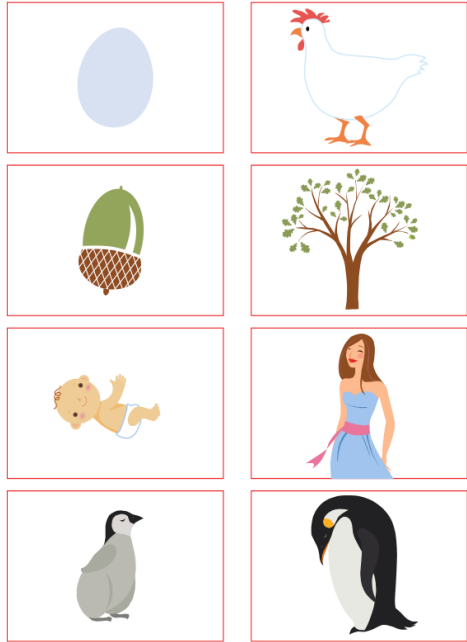
Puzzle Map



Detailed below is the order in which we teach 'Changing Me' including Sex Education.

Weekly Celebration	Puzzle Piece	Learning Intention	Key Vocabulary
Understand that everyone is unique and special	Life Cycles	I understand the life cycle of animals and humans	Changes Life cycle Baby Adulthood Male / female Adult / grown up Penis Testicle Vagina Vulva Anus
Express how they feel when change happens	Changing me	I can tell you some of the things about me that have changed and some things about me that have stayed the same	
Understand and respect the changes that they see in themselves	My changing body	I can tell you how my body has changed since I was a baby	
Understand and respect the changes they see in other people	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.	
Know who to ask for help if they are worried about change	Learning and growing	I understand that every time I learn something new I change a little bit	
Looking forward to change	Coping with changes	I can tell you about the changes that have happened in my life	

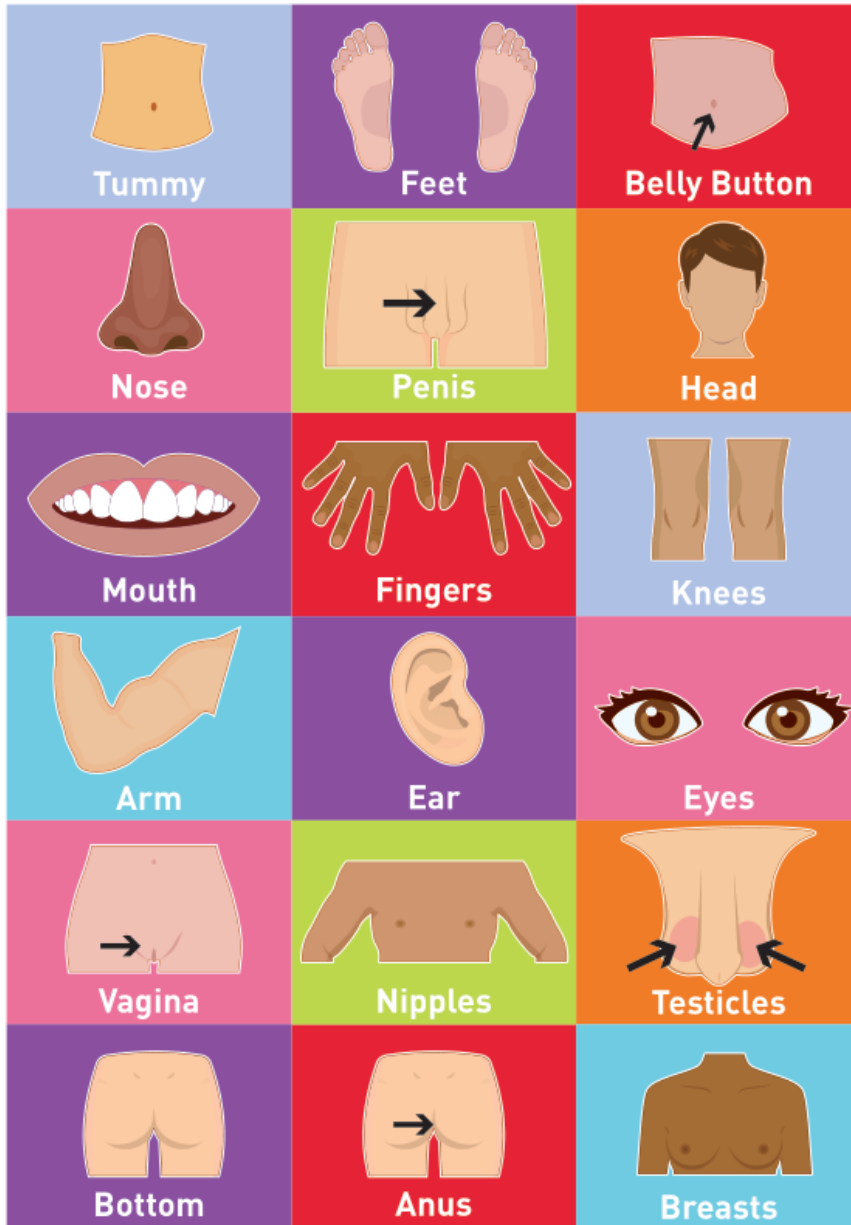
Year 1
Changing me



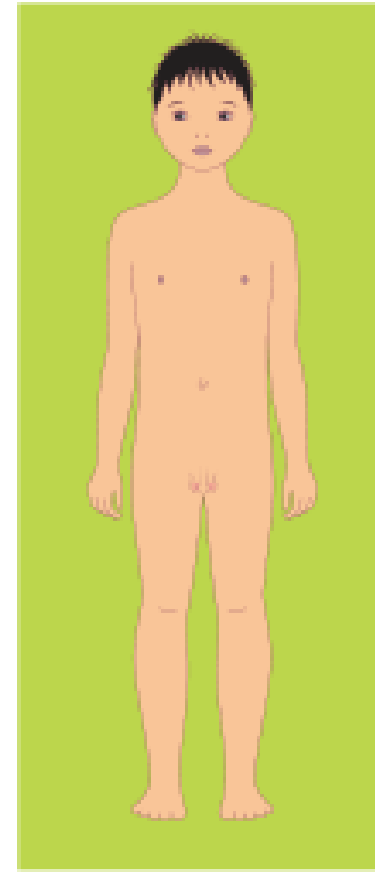
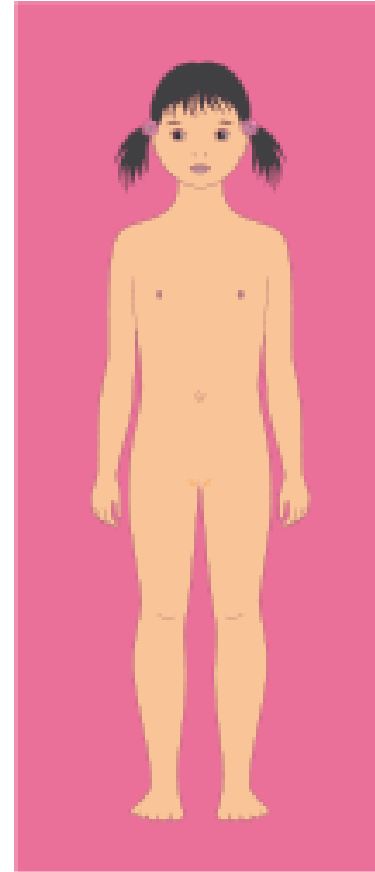
Sample of images we use to support our teaching



Year 1
Changing me



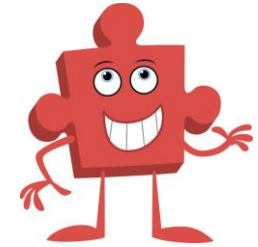
Sample of images we use to support our teaching



Year 2
Changing me

Puzzle Map

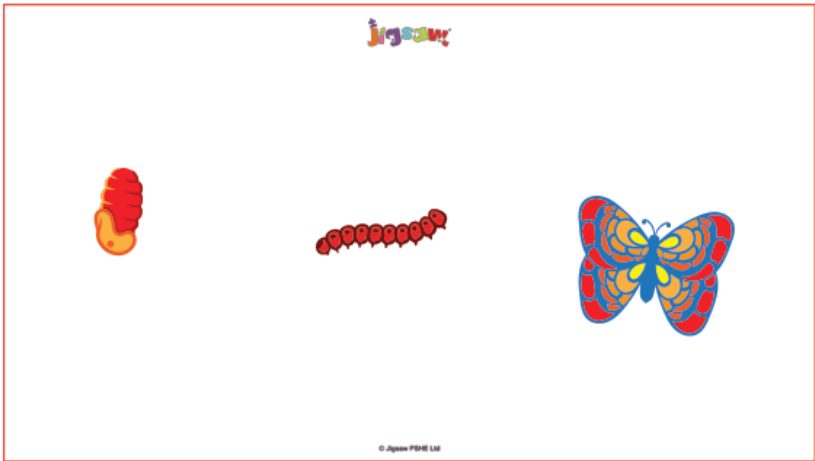
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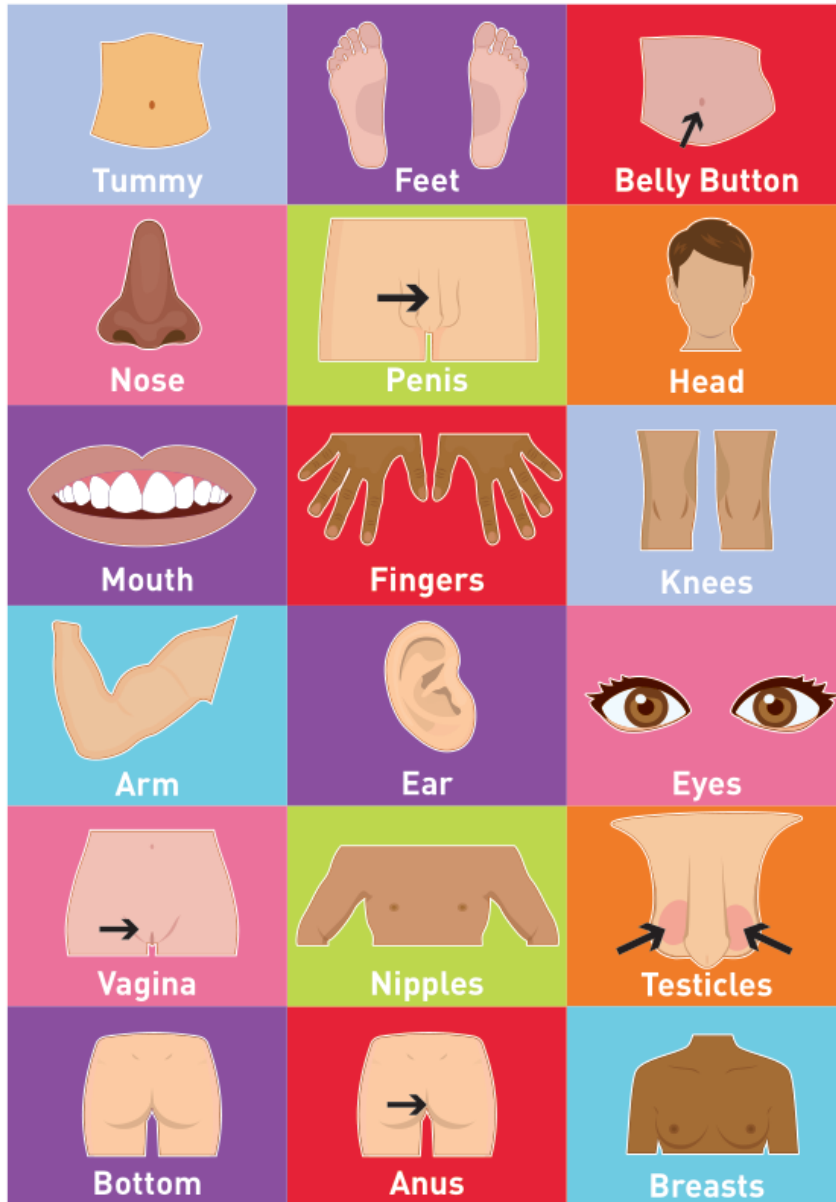
Weekly Celebration	Puzzle Piece	Learning Intention	Key Vocabulary
Understand that everyone is unique and special	Life Cycles in nature	I can recognise cycles of life in nature	Changes Grow Life cycle Control Baby / adult Respect Appearance Male / female Penis Testicle Vagina Vulva Anus Public Private
Express how they feel when change happens	Growing from young to old	I can tell you about the natural process of growing from young to old and understand that it is not in my control	
Understand and respect the changes that they see in themselves	The changing me	I can recognise how many body has changed since I was a baby and where I am on the continuum from young to old.	
Understand and respect the changes they see in other people	Boys and girls bodies	I can recognise the physical differences between boys and girls and use the correct names for the body parts and appreciate that some parts of my body are private	
Know who to ask for help if they are worried about change	Assertiveness	I understand that there are different types of touch and can tell you which ones I like and don't like	
Looking forward to change	Looking ahead	I can identify what I am looking forward to when I move to my next class.	

Year 2
Changing Me

Sample of images we use to support our teaching



Year 2
Changing Me



Sample of images we use to support our teaching

