



Dear Parents/Carers

From September 2020 all primary schools will be required to have Relationships Education in place and a Relationships and Sex Education (RSE) policy. 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).

### What is Jigsaw PSHE?

This year at Thrybergh Primary School, we have introduced 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. 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:



### 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?

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"> <li>• Life cycles - I am starting to understand the lifecycles of animals and humans</li> <li>• 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</li> <li>• My changing body - I can tell you how my body has changed since I was a baby</li> <li>• 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</li> <li>• Learning and growing - I understand that every time I learn something new I change a little bit</li> </ul>

	<ul style="list-style-type: none"> <li>Coping with changes - I can tell you about changes that have happened in my life</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Life cycles in nature - I can recognise cycles of life in nature</li> <li>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</li> <li>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</li> <li>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</li> <li>Assertiveness - I understand there are different types of touch and can tell you which ones I like and don't like</li> <li>Preparing for transition - I can identify what I am looking forward to when I am in Year 3</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>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</li> <li>Babies - I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow</li> <li>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</li> <li>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</li> <li>Family stereotypes - I can start to recognise stereotypical ideas I might have about parenting and family roles</li> <li>Preparing for transition - I can identify what I am looking forward to when I am in Year 4</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>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</li> <li>Having a baby - I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>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</li> <li>Circles of change - I know how the circle of change works and can apply it to changes I want to make in my life</li> <li>Accepting change - I can identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li>Looking Ahead - I can identify what I am looking forward to when I am in Year 5</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Self and body image - I am aware of my own self-image and how my body image fits into that</li> <li>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</li> <li>Boys and puberty- I can describe how boys' and girls' bodies change during puberty</li> <li>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</li> <li>Looking ahead - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>My self-image - I am aware of my own self-image and how my body image fits into that</li> <li>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</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Babies- Conception to birth - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• Attraction - I understand how being physically attracted to someone changes the nature of the relationship</li> <li>• The year ahead - I can identify what I am looking forward to and what worries me about the transition to secondary school</li> </ul> |
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### 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 above in green are teaching Sex Education. If you are considering taking your child out of these lessons, please consider the following before speaking to your child's teacher:

- 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.

Suggested books to support RSE at home

<b>Title</b>	<b>Author</b>	<b>Suggested age</b>	<b>Themes covered</b>	<b>Publisher</b>
Let's Talk About Where Babies Come From	Robie H Harris	8 -11	Factual. Bodies, puberty, sex, reproduction, safe/unsafe touches	Walker Books
Let's Talk About Sex	Robie H Harris	10-13	Factual. Bodies, puberty, sex, reproduction, abortion, sexual abuse, Sexually Transmitted Infections	Walker Books
Let's Talk about Girls, Boys, Babies, Bodies, Families and Friends	Robie H Harris	6+	Factual. Bodies, making a baby, growing up.	Walker Books
Mummy Laid an Egg	Babette Cole	7+	Fiction/Factual. How babies are made.	Red Fox
Hair in Funny Places	Babette Cole	7+	Fiction/Factual. The changes of puberty.	Red Fox
The Safe Touch Book	Dr Beth Robinson	4+	Factual story. Safe/unsafe touches	Beth Robinson
All Kinds of Babies	Emma Damon	5+	Factual. Difference and diversity, how babies are cared for	Tango Books
The Truth About Babies	Andrea Shavick	4+	Factual. All about babies, what they do and how they are cared for.	Oxford University Press
You'll soon grow into them Titch	Pat Hutchins	3+	Fiction. Growing and changing, new family members.	Red Fox
My new family	Pat Thomas	3+	Fiction. Adoption	Barrons

If I had a hundred mummies	Vanda Carter	4+	Fiction. Looks at the role of mums and same sex families.	Onlywomen press
Amazing Grace	Mary Hoffman and Caroline Binch	6+	Fiction. Difference, stereotypes.	Frances Lincoln
Red Rockets and Rainbow Jelly	Sue Heap and Nick Sharratt	2+	Picture book. Similarities and differences.	Puffin Books
Usborne Facts of Life Growing Up	Susan Meredith	11-13	Factual. Puberty, growing up, sex and contraception.	Usborne
What's happening to me? (Girls)	Susan Meredith	9-11	Factual. Puberty changes.	Usborne
What's happening to me? (Boys)	Alex Frith	9-11	Factual. Puberty changes.	Usborne
Dr Christian's Guide to Growing up	Christian Jessen	10+	Factual. Puberty, sexuality, sex. Personal health.	Scholastic
The Family Book	Todd Parr	2-5	Picture book. Different families.	Little Brown Young Readers
The Great Big Book of Families	Mary Hoffman and Ros Asquith	4-8	Factual. Different families	Frances Lincoln Children Books
Who's in my family?	Robie Harris	3-5	Picture book. Different families, human and animal.	Walker Books
10,000 dresses	Ewert and Marcus	5-8	Fiction. Gender stereotypes, transgender.	Seven Stories Press
And Tango Makes Three	Justin Richardson	2+	Fiction/Factual. Adoption, same sex families.	Little Simon
My Princess Boy	Cheryl Kilodavis	4-8	Fiction. Difference, acceptance, gender stereotypes.	Aladdin
William's Doll	Charlotte Zolotow	4-8	Fiction. Difference, acceptance, gender stereotypes.	Picture Lions
Where Willy Went?	Nicholas Allan	6+	Picture book. The journey of sperm.	Red Fox
Staying safe online	Louie Stowell	10+	Factual. Internet safety.	Usborne

Two homes	Claire Masurel	3-6	Picture book. Divorce.	Walker Books
Mum and Dad Glue	Kes Gray	3-8	Picture book. Divorce.	Hodder
Dogs Don't do Ballet	Anna Kemp	3-8	Picture book. Gender stereotypes, difference.	Simon and Schuster
The Different Dragon	Jennifer Bryan	5-7	Picture book. Difference, same sex parents.	Two Lives Publishing
The Hugs and Kisses Contest	Paul Kortepeter	5-7	Fiction. Families, sibling rivalry, jealousy.	Ted Smart
Always and Forever	Alan Durant	5-8	Picture book. Bereavement and loss.	Random House
The Boy with Pink Hair	Perez Hilton	5-8	Fiction. Difference, acceptance, tolerance.	Celebra Children's Books
Who's in a family?	Robert Skutch	3-6	Picture book. Different families.	Tricycle Press
Your Body Belongs to You	Cornelia Spelman	3-6	Picture book. Safe/unsafe touches.	Albert Whiteman and Company
A kiss like this	Catherine and Laurence Anholt	2-6	Picture book. Safe/unsafe touches.	Frances Lincoln
There's a house inside my mummy	Giles Andreae and Vanessa Cabban	2-6	Picture book. Child's ideas about pregnancy.	Orchard
What's happening to Ellie? What's happening to Tom?	Kate E Reynolds	As appropriate	Puberty for young people with autism related conditions.	Jessica Kingsley
Things Tom Likes Things Ellie Likes	Kate E Reynolds	As appropriate	Sexuality and masturbation for young people with autism related conditions	Jessica Kingsley
Introducing Teddy	Jessica Walton	3-6	Gentle introduction to gender identity and transgender.	Bloomsbury
Heather has two mommies	Leslea Newman	3-6	Focuses on different families	Alyson Publications

The Paper Bag Princess	Robert Munsch	5-9	Looks at stereotypes.	Scholastic
What makes a baby?	Cory Silverberg	7-11	Explains how babies are made without using a binary gender approach.	Seven Stories Press
Mommy, Mama and Me	Leslea Newman	2-4	Picture book exploring a family with two mums.	Tricycle Press
King and King	Linda de Haan and Stern Nijland	5-9	A modern day fairytale where the prince falls for another prince.	Tricycle Press
Two mums and a menagerie	Carolyn Robertson	3-7	Picture book exploring same sex parents (female) and adoption.	Sparklypoo publications
Two dads	Carolyn Robertson	3-7	Picture book exploring same sex parents (male) and adoption.	Sparklypoo publications
Flora's family	Annette Aubrey	3-7	Picture book exploring adoption.	QED publishing