



Personal, Social, Health Education (PSHE) including Relationships and Sex Education (RSE).

An information booklet for parents.



March 2024

What is PSHE and why is it taught?

In short, Personal, Social and Health Education (PSHE) is both the explicit and implicit teaching of knowledge, skills and attributes which children need to manage their lives, now and in the future. When taught well, PSHE helps children to become independent, confident, healthy and responsible members of society prepared for life and work in modern Britain. PSHE teaching aims to promote the spiritual, moral, cultural, mental and physical development of every child in accordance with the Education Act 2002. At Brookside School, PSHE is at the core of what we do, underpinning all other aspects of learning. Throughout each school day we strive to bring out the best in every child enabling them to manage the opportunities, challenges and responsibilities they face both now and in the future.

How do we teach PSHE?

While PSHE is an implicit part of school life we also teach set lessons to ensure full coverage of the National Curriculum 2014 requirements. As a school we follow 'Jigsaw: The mindful approach to PSHE' scheme of learning. This exciting and comprehensive scheme, alongside other curriculum subject teaching, equips our children with relevant and meaningful content supported through a strong emphasis on mindfulness and emotional literacy, thus building resilience and nurturing mental and physical health. Jigsaw operates a spiral curriculum, meaning that children revisit themes every year but at a progressively deeper level. All lessons are delivered in an age and stage appropriate way so that they meet children's needs.

What will the children be taught?

There are six half-term units of work and each year group is taught one lesson per week. Each unit starts with an introductory assembly, generating a whole school focus for adults and children alike. Please be mindful when reading the following overview that it incorporates learning from Foundation Stage up to Y6.

Term	Unit	Content
Autumn 1	Being Me In My World	Understanding belonging, welcoming others and being part of a school community, a wider community and a global community. Looking at children's rights and responsibilities, working and socialising with others, and pupil voice.
Autumn 2	Celebrating Difference	Exploring similarities and differences and teaching about diversity, such as disability, racism, power, friendships, and conflict. Learning to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Focusing on Anti-bullying, which includes cyber, racial and homophobic bullying.

Spring 1	Dreams and Goals	Thinking about children's hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using teamwork skills and tasks. Focusing on enterprise and fundraising as well as experiencing and managing feelings of pride, ambition, disappointment, success. Comparing their aspirations to the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.
Spring 2	Healthy Me	Exploring emotional and mental health incorporating relaxation, being safe, friendships, mental health skills, body image, relationships with food and managing stress. Learning about physical health through eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe and first aid.
Summer 1	Relationships	Building a respectful relationship with oneself and covering topics including families, friendships, pets and animals, and love and loss, including bereavement. Learning how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. Explore roles and responsibilities in families and friendship groups and consider stereotypes. Links to online safety and social networking and keeping themselves safe.
Summer 2	Changing Me	Dealing with change of many types such as growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Thinking about looking ahead, moving year groups or the transition to secondary school and coping positively with such changes. Life cycles and human reproduction are taught in some year groups linking with the Science curriculum.

What does an average Jigsaw lesson look like?

Each lesson taught in Year 1 to Year 6 will contain similar components in order to maintain consistency and familiarity, this is especially important when covering topics which could be emotional for some children.

- 1) **Connect us** - A warm up/ice breaker game or activity designed to be fun and inclusive and to build and maximise social skills, engendering positive relationships and enhancing collaborative learning.

- 2) **Calm me** - A calming time helping children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. It is an invaluable life skill which also enhances reflection and spiritual development.

- 3) **Open my mind** - Introducing the specific learning intention of the lesson.

4) Tell me or show me - Focusing on the new information, concepts and skills, using a range of teaching approaches and activities.

5) Let me learn - Learning activities to reinforce the new learning as after receiving new information/concepts children need time to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

6) Help me reflect - Encouraging children to reflect on their learning experiences and their progress thus helping them process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

7) Closure - Each lesson needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points.

The structure of Jigsaw lessons is slightly different in Foundation Stage reflecting the Foundation Stage curriculum and teaching methods. As a whole class, children engage in a 'Calm Me' time before a short learning and reflecting time which is followed up child initiated, and adult led individual and small group activities.

Can I have more detail about the 'Changing Me' topic?

Since September 2020, Relationships and Health Education is compulsory in all Primary Schools in England. Health Education, in keeping with the statutory content from the Department for Education, includes:

- Learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

In addition to this the National Curriculum for Science (also a compulsory subject) includes

- Learning the correct names for the main external body parts- Learning about the human body as it grows from birth to old age - Learning about reproduction in some plants and animals.

The Jigsaw scheme covers all the above using content and methods appropriate to the child's age and developmental stage, building on the previous years' learning. We have chosen the Jigsaw scheme specifically because of its appropriate nature with factual, concise content suitable for the year group intended. Please note, at no point will a child be taught something that is inappropriate and if inappropriate questions arise the child will be encouraged to ask his/her parents or carers at home.

The Changing Me unit is all about coping positively with change and includes:

FS	How we have changed since we were babies.
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Y1	Knowing the parts of the body that makes girls' and boys' different and using the correct name for them.
Y2	Girls' and boys' body parts, which parts of the body are private and why, using correct terminology.
Y3	How babies grow (not conception) and how girls' and boys' bodies change as they grow older. Basic introduction to puberty and menstruation.
Y4	Internal and external reproductive body parts. Puberty and menstruation in basic terms. Conception explained in simple terms.
Y5	Puberty for boys and girls, some of the time in single sex groups, in more detail including the social and emotional aspects of becoming a teenager. Conception explained in biological terms.
Y6	Puberty for boys and girls, in single sex groups, allowing time to ask questions and reflect. Understanding the physical and emotional changes of becoming a teenager. The story of conception to the birth of a baby in biological terms.

What is Brookside's rationale for teaching the above?

At Brookside we believe that effective relationships and sex education is essential if children are to make responsible and well-informed decisions about their lives and respect themselves and others as they move with confidence from childhood through adolescence into adulthood. Knowledge empowers and protects children as long as it is age appropriate.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their body.

Puberty is introduced gently in Year 3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried.

Conception is introduced age-appropriately in Year 4 in the context of understanding why our bodies change during puberty.

Understanding of Human Reproduction, conception and puberty is built upon in Year 5, the former also forming part of the science curriculum. In Year 6 puberty, conception and childbirth is age-appropriately covered.

All the above is to ensure that children know the accurate facts before going to secondary school and to ensure that children understand why the body changes in adolescence.

Can I withdraw my child from Relationships and Sex Education (RSE) lessons?

As stated above Relationships and Health Education and the Science National Curriculum is compulsory. The Department for Education recommends that 'all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils.' At Brookside, we define Sex Education to be human reproduction, these are the parts highlighted in red in the table above. We believe that our teaching of human reproduction using the Jigsaw resources and materials is appropriate and necessary to the age group of children it is intended for. However, parents do have the right to request their child is withdrawn from these specific lessons.

Before the 'Changing Me' topic each teacher will send out a letter detailing what is being taught so you can know what to expect and be able to support your child at home.

What about LGBTQ issues?

Brookside firmly stands by its position that EVERY child is valued and special. In British society there are a variety of family arrangements, using Jigsaw resources reflects this and does not discriminate. The majority of children as they progress through their childhood will become aware that some people are LGBTQ and may misunderstand or cause offence. Discussing LGBTQ issues in lessons provides opportunity to explain words in age-appropriate ways and foster kindness and respect. In the 'Celebrating Difference' topic children learn about a whole range of differences such as physical appearance, personality, likes/dislikes, difference of opinion. In the context of these lessons, and through teaching in other curriculum areas such as RE, children are introduced to different cultures, ethnicities, religions and so on. Learning in this topic aims for children to understand that difference is to be celebrated and not feared or alienated. This is in keeping with the Equality Act 2010.

Is there any overt LGBTQ teaching?

Firstly, in any reference to adult relationships (whether LGBTQ or heterosexual) sexual activity will NOT be described as this is inappropriate, the focus of human reproduction in the Changing Me topic is biological in upper KS2. Relationships lessons focus on respect and regard between people.

FS and KS1	LGBTQ is not mentioned specifically however resources picture different family arrangements. Should a children raise a question about pictures showing a same-gender couple, teachers will answer factually with 'Some children have two mummies or two daddies' just like a teacher would answer with 'Some children have no brothers or sisters' etc.
Y3-5	A few lessons provide opportunities for teachers to discuss and correct homophobic language children may be using. In the same lesson racist, sexist or other insulting language is discussed, explaining that any insult is unkind or hurtful. Teachers will define being gay as a type of adult relationship where two men or two women love each other in a romantic way and, if they choose, they can get married.
Y6	In one lesson children are introduced to the word 'transgender' so they understand what it means. This is in the context of a lesson based on prejudice and discrimination. Teachers will define transgender as a person who does not feel their body matches with their gender.

What do I do if I still have questions?

The Jigsaw website (www.jigsawpshe.com) has more information about the Jigsaw programme, the law and commonly asked questions. A particularly useful page on the site is [Information for Parents and Carers | Resources | Jigsaw PSHE](#) where there are further information leaflets on Jigsaw in general and on Relationships, Health and Sex Education.

You are also very welcome to ask us questions via email. Your child's class teacher, Mr Kenny or Mrs Goldby (PSHE Subject Leader) will happily discuss any further queries.