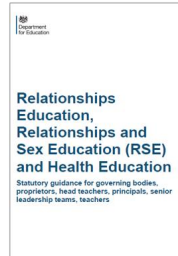


RSHE: CONSULTATION



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TRUST



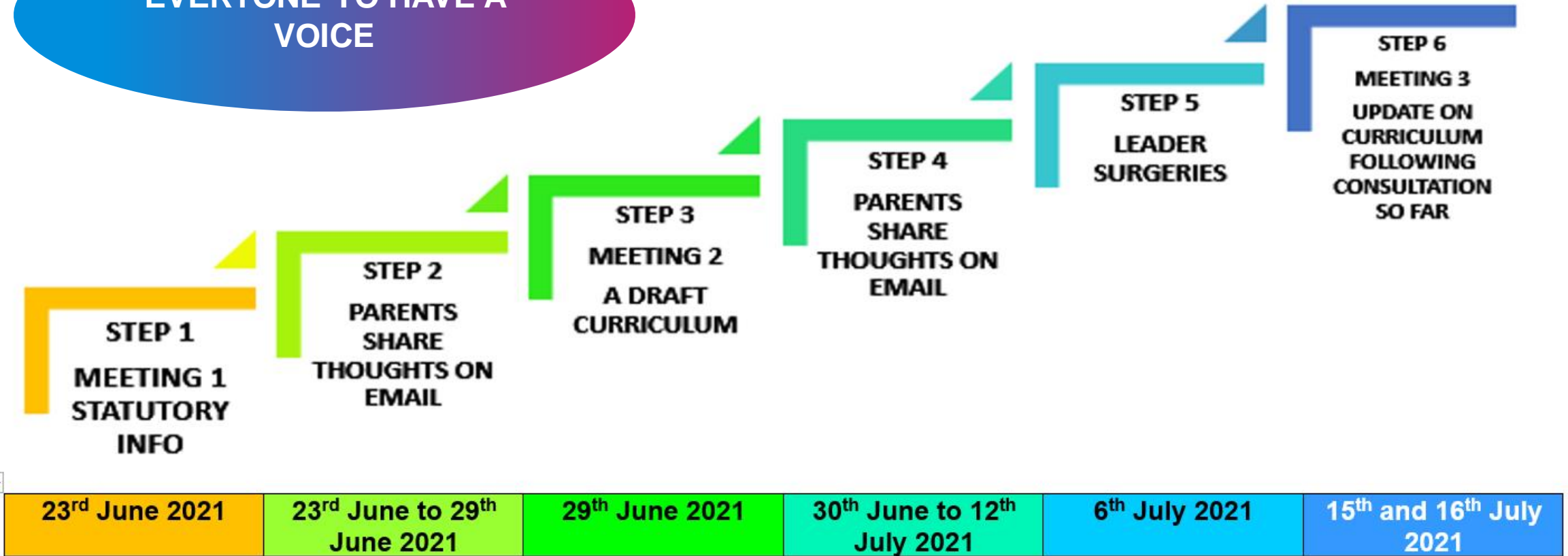
Parent Session 2

Tuesday 29th June 2021



The Consultation Process

EVERYONE TO HAVE A VOICE



Your Feedback Is Vital!



Why are we meeting today?

- To give you an overview of the RSHE curriculum that we are considering and why
- To share how we have incorporated your feedback



Parents/Carers as Prime Educators



Teaching at school will complement (NOT REPLACE) and reinforce the lessons families teach their children as they grow up.

Values Driven



Common Principles

- We all want what is best for children.
- We want to protect children and to keep them safe.
- We want children to be healthy and happy. High quality RSHE is part of this.



Structure of Today's Session



1. Introduction to the Jigsaw curriculum
2. Overview of the suggested content for each year group
3. Summary of feedback from parents and the school's response
4. Outline of planned teacher professional development
5. Next steps
6. Time to talk: Breakout Rooms (Optional)

Introduction to the Jigsaw Curriculum



What is Jigsaw?

Jigsaw is a whole school PSHE scheme

Contains ready-made lessons and resources

Jigsaw has two aims for all children:

- To build their capacity for learning
- To equip them for life

RSE is fully integrated

We have used some of the PSHE elements this year



What is Jigsaw?



Six themes (Puzzles):
one for each half term

Usually six lessons
(Pieces) for each unit

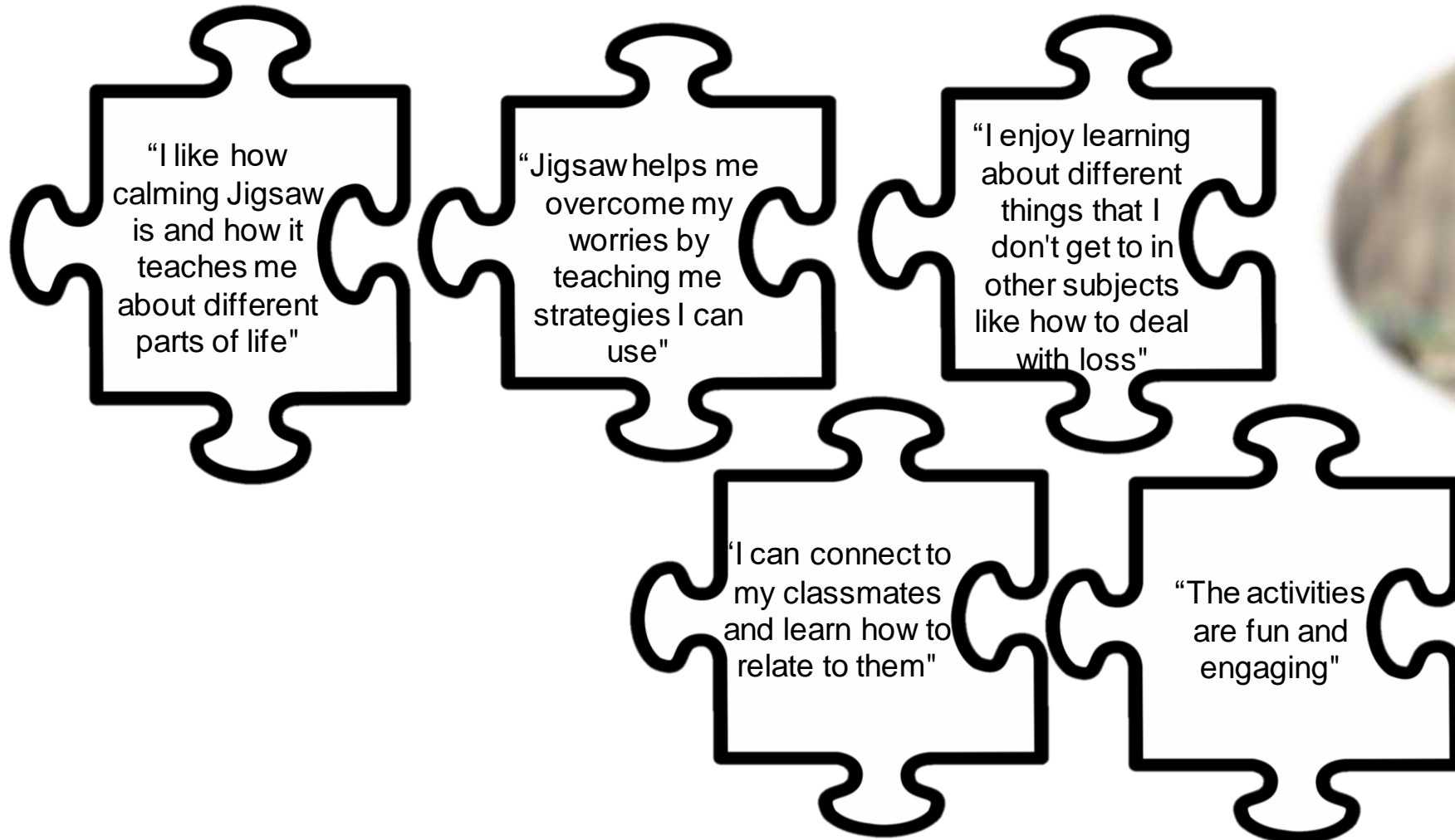
Every year group
covers the same theme
at the same time

Why do we like Jigsaw?

- ✓ Aligns with our school values
- ✓ Focuses on wellbeing and personal development
- ✓ Celebrates diversity
- ✓ Builds up learning in small steps
- ✓ Complete package- not standalone lessons
- ✓ Supports teachers well- lots of guidance
- ✓ Our children like it!



What do our children say?



Overview of Our Suggested Content



Overview Document

Age Group	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
F1-F2	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Preparing for transition (New Teacher)
Vocabulary	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities Differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and (goals 2) Achieving Together Tackling new challenges Identifying Overcoming obstacles Celebrating success	Keeping myself healthy Healthier lifestyle choices Keeping clean Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Greetings People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition Preparing for transition (New Teacher)
Vocabulary	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Changes, Life cycles, Adulthood, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping

Your Feedback and Our Response



Parent Feedback: Issue 1

I don't want my child to learn about sex, conception and how babies are born.

I am worried my child will be taught the scientific names of the private body parts.

Will the content about puberty be age appropriate?

I am concerned my child will learn about puberty before they are ready.

Issue 1: School's Response

- ✓ We have adapted the Changing Me Unit quite considerably
- ✓ Removed puberty lessons from Year 3 and Year 4
- ✓ Included an optional puberty lesson in Year 5
- ✓ The compulsory puberty lesson will be in Year 6
- ✓ Removed introduction to scientific names of body parts until the puberty lesson- teachers will use the words 'private parts', 'boys parts' and 'girls' parts until then





	‘Changing Me’: Original Jigsaw	‘Changing Me’: The Pye Bank Version
Year 1	<p>Life cycles – animal and human Changes in me</p> <p>Changes since being a baby</p> <p>Boys’ and Girls’ Bodies</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>	<p>Life cycles – animal and human Changes in me</p> <p>Changes since being a baby</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p> <p>Preparing for transition (New Teacher)</p>
Year 2	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>The Changing Me</p> <p>Boys’ and Girls’ Bodies</p> <p>Assertiveness</p> <p>Preparing for transition</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>The Changing Me</p> <p>Keeping our bodies safe (adapted from Y1 Boys’ and Girls’ Bodies)</p> <p>Assertiveness</p> <p>Preparing for transition</p> <p>Preparing for transition (New Teacher)</p>



	‘Changing Me’: Original Jigsaw	‘Changing Me’: The Pye Bank Version
Year 3	<p>How babies grow (young to old)</p> <p>Babies (how they grow in the uterus)</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>	<p>How babies grow (young to old)</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p> <p>Preparing for transition (New Teacher)</p>
Year 4	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Circles of change</p> <p>Accepting change</p> <p>Preparing for transition</p>	<p>Reflection</p> <p>Circles of change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Preparing for transition (New Teacher)</p>



	‘Changing Me’: Original Jigsaw	‘Changing Me’: The Pye Bank Version
Year 5	Self- and body image Puberty for girls Puberty for boys Conception (including IVF) Coping with change Preparing for transition	Self- and body image Reflection Coping with change Looking ahead Preparing for transition Preparing for transition (New Teacher) Optional but encouraged introduction to Puberty
Year 6	My self image Puberty Babies: Conception to birth Boyfriends/girlfriends Real Self and Ideal Self Preparing for transition	Self-image Body image Introduction to Puberty (boys and girls) Preparing for Puberty (boys and girls) Reflections about change Preparing for Transition Preparing for Y7 (with Secondary School)

Parent Feedback: Issue 2

I am worried that my child will be exposed to graphic images

I don't want my child seeing images of body parts

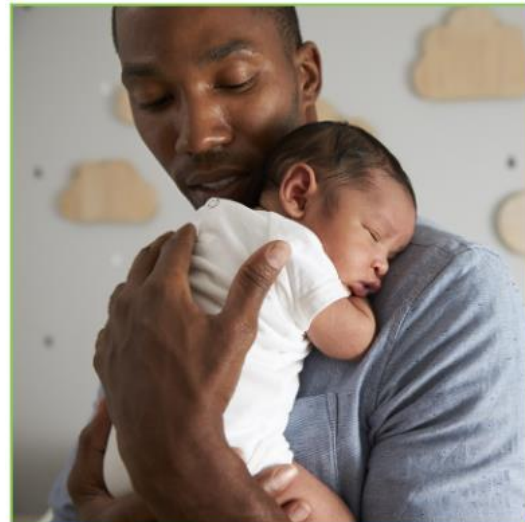
Will there be any images of LGBT people?

Issue 2: School's Response

- ✓ For the puberty lessons, we have chosen our own images, which show less detail than the Jigsaw images.
- ✓ There are some images of LGBT families, but these are shown in the context of happy, loving families.
- ✓ The Jigsaw images are a strength of the scheme: they are diverse, up to date and give really positive representations of race, gender, disability, age etc.



Images of Relationships: Assembly



Images of families: Year 1

Relationships: Belonging to a Family

Hello my name is Zuton and this is my sister Zanta.
Welcome to Zarg the planet where we live.



We have lots of friends and they all have
different sorts of families.



Images of families: Year 1



Images of families: Year 1

* Some Zargon children have two Mums and some have two Dads.



© Jigsaw PSHE Ltd

* Some Zargon children live with their foster families. Our friends Zollo, Zilla and Zani were adopted by their Mum.

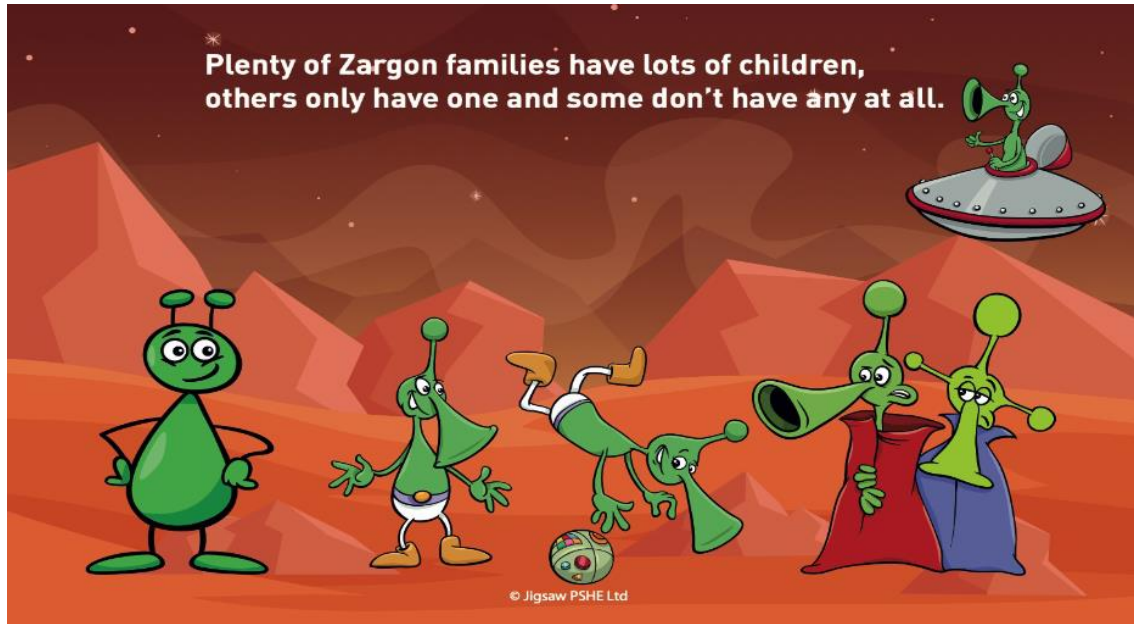


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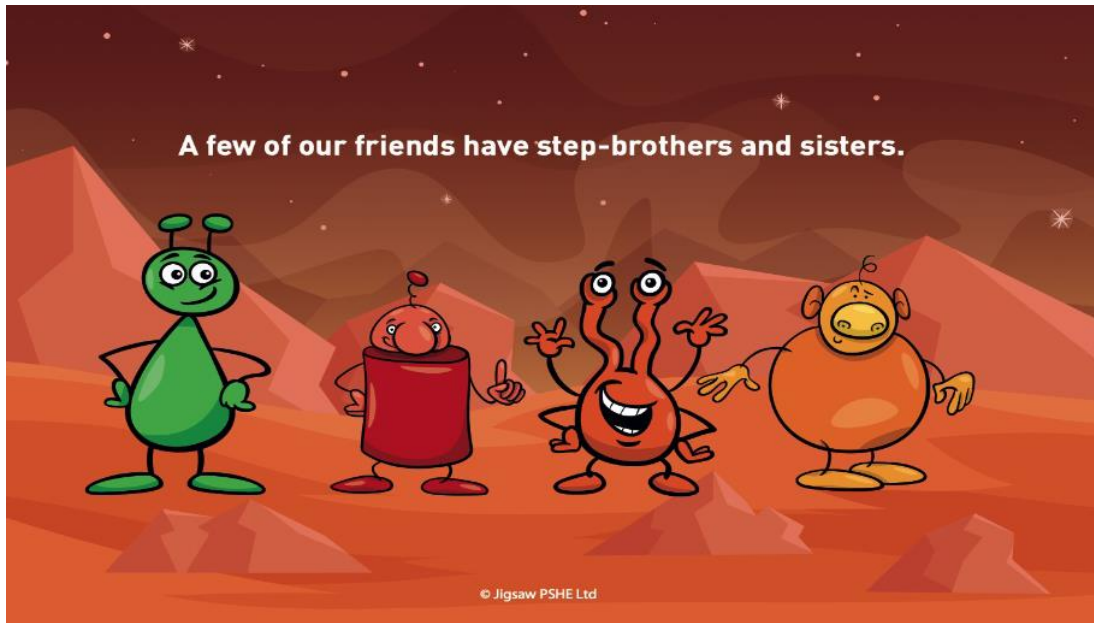
Images of families: Year 1



Images of families: Year 1



Images of families: Year 1



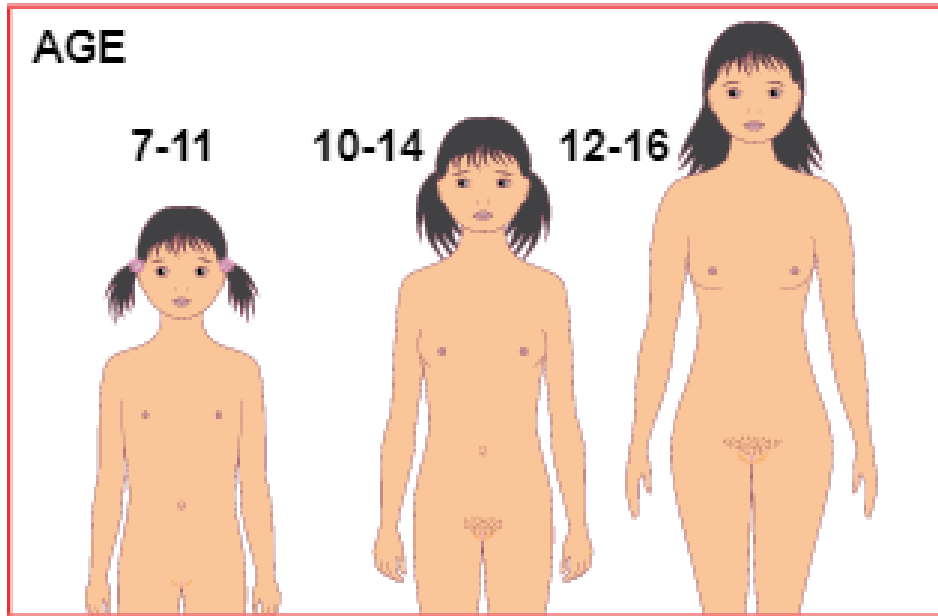
Images of Families: Year 2



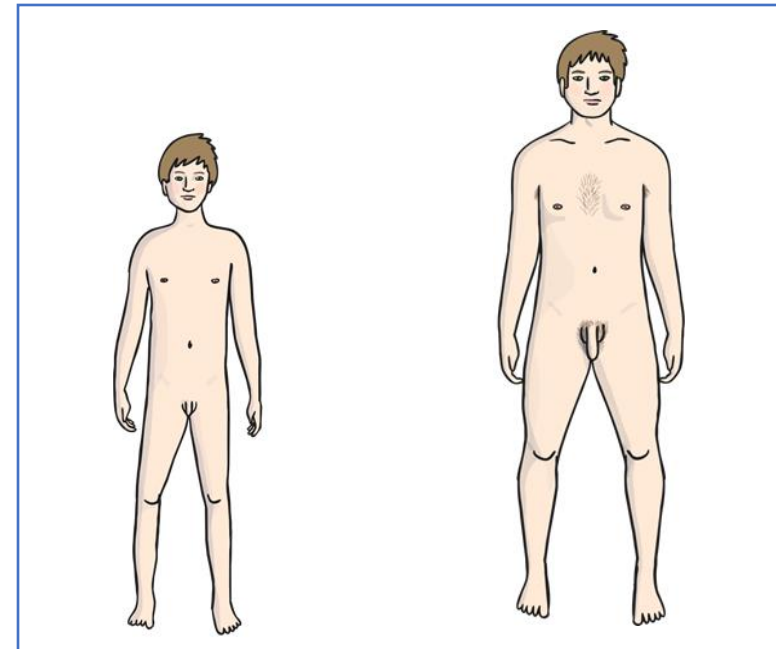
Images from Year 6 puberty lesson



Images from Year 6 puberty lesson



Girls' lesson



Boys' lesson

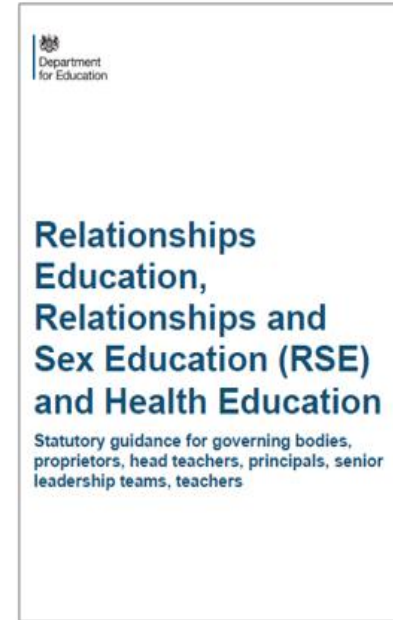
Parent Feedback: Issue 3

How are you going to address the objective about stereotypes?

I want my child to be able to challenge unfair and negative stereotypes

Issue 3: School's response

“ Pupils should know what a stereotype is, and how stereotypes can be unfair, negative or destructive.”



Issue 3: School's response

“ Pupils should know what a stereotype is, and how stereotypes can be unfair, negative or destructive.”

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing Me
Y2		Lesson 1 and 2: gender stereotypes				
Y3		Lesson 5: hurtful words			Lesson 1: Roles of family members	Lesson 5: Roles of family members
Y4						
Y5		Lesson 1 and 2: Different cultures		Lesson 4: Body types		
Y6		Lesson 2: Perceptions of 'normal'				

Issue 3: Year 3 Lesson



What is a man's job?

What is a women's job?

Are there some jobs that only a man/women can do?



Issue 3: Year 3 Lesson

Washing the car

Walking the dog

Decorating the house

Washing up

Mowing the lawn

Mending the leaky tap

Cooking dinner

Tidying up

Bathing the baby

Dusting and sweeping

Whose responsibility is it?

Who does what job in your house?

Parent Feedback: Issue 4

I am worried there will be too much detail about what being gay means

Are you going to teach my child about LGBT?

Issue 4: School's response

LGBT is covered in **two areas** of the RSE Primary Framework:

- **'Families and People Who Care For Me:**

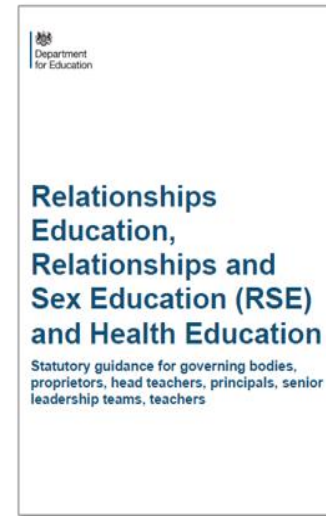
Pupils should know:

- *That others' families, either in the school or wider world , sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterized by love and care*
- *That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up*

- **Respectful Relationships:**

Pupils should know:

- *The importance of respecting others, even when they are very different from them (for example physically, in character personality or background), or make different choices or have different preferences or beliefs*
- *About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help*



Issue 4: School's response

There are two lessons that explicitly cover homophobic bullying:

Year 4: Witnessing Bullying and How to Solve It

Year 5: Types of Bullying

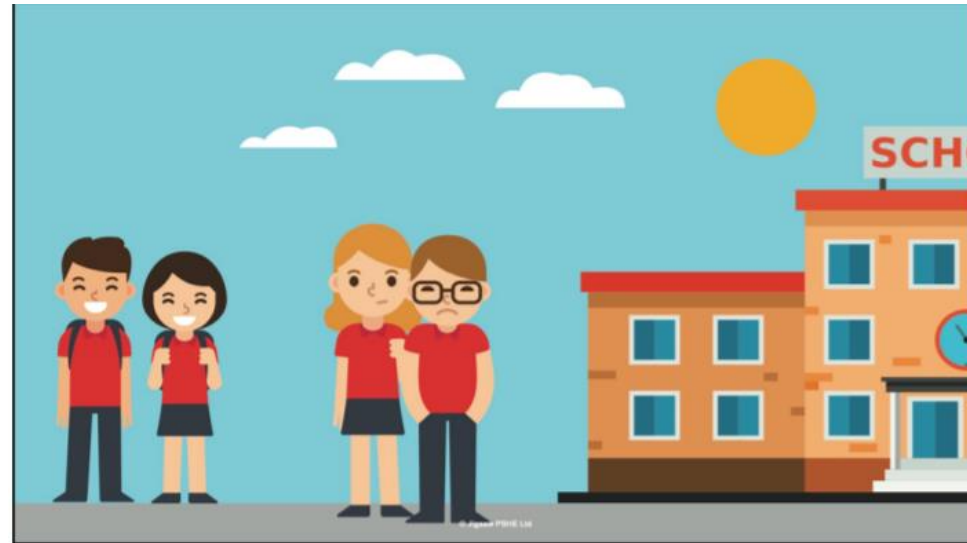


Issue 4: School's response

Year 4: Witnessing Bullying and How to Solve It



We have moved this unit from Year 3 as we took on board parent comments about content being 'age appropriate.'



Pye Bank definition of 'gay':
"When two men or two women are in relationship, like a marriage."

Issue 4: School's Response

Year 5: Types of Bullying

The focus is on racist, homophobic, gender, disability and cyberbullying.

Children are asked to brainstorm the different types of bullying.

They are then asked to choose a type of bullying and use the image to write a story about a bullying situation and how it would be resolved.



Parent Feedback: Issue 5

What if a child asks a question that you haven't planned for?

What will teachers do if a child asks a question about something before it has been covered?

Issue 5: School's Response

Child asks a question

Teacher says, "We're not learning about that right now, we're focusing on..."

Teacher contacts parent to let them know the question has been asked

School offers 1:1 session with child or support for parent to address the question at home

Parent Feedback: Issue 6

I want to know how I can discuss the issues covered with my child at home

I'd like to know what is being covered when so that I can talk to my child about it.

I want to understand more about the issues so I can support my child

I'd like some support to teach my child some things before they learn it in school

Issue 6: School's Response



Lessons take place in class

Parent workshop to increase parental knowledge of what is being taught that term in RSHE



Support materials sent home for parents to share with their child

Issue 6: School's Response



Healthy Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being Healthy	H1, H2, H5, H6, H18, H19, H28	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices
2. Healthy Choices	H1, H3, H5, H6, H18, H19, H22, H23, H28	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices
3. Clean and Healthy	H6, H18, H30	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe
4. Medicine Safety	H6, H18	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly
5. Road Safety	H6, H18, H21	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help
6. Happy, Healthy Me Assessment Opportunity Puzzle outcome: Keeping clean and healthy	R15, H5, H6, H18, H24, H30	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy

We will send home the Puzzle Maps at the start of each unit.

Parent Feedback: Issue 7

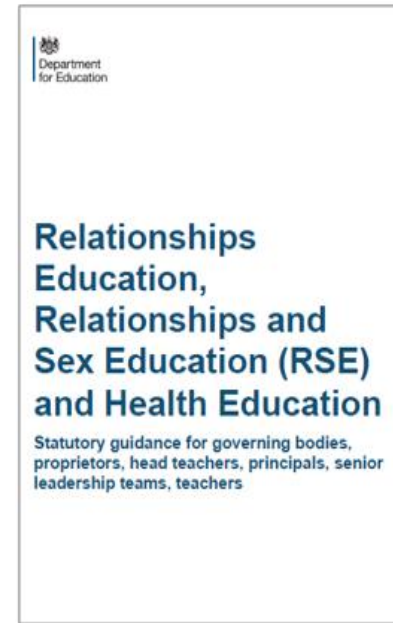
I think it is important that my child knows about unsafe physical contact

How will you teach the objective about bodies being private? How much detail will you go into?

I want to my child to be taught that their body is private and belongs to them only

Issue 7: School's Response

“Pupils show know that each person’s body belongs to them, and the differences between appropriate and inappropriate, or unsafe physical, or other, contact.”



Issue 7: School's Response

	Healthy me	Relationships	Changing Me
Y1		Lesson 3: Greetings	
Y2		Lesson 1: Physical Contact Boundaries	Lesson 4: Keeping Our Bodies Safe
Y3			
Y4			
Y5	Lesson 4: Body Image		Lesson 1: Body Image
Y6	Lesson 1,6: Online contact		Lesson 1-2: Body image Lesson 3-4: Puberty



Issue 7: School's Response

Year 2 Lesson: Keeping Our Bodies Safe

Learning Outcome: “I respect my body and understand which parts are private”

We have moved this lesson from Y1 to Y2.

This will be a 'circle time' lesson and will be 'scripted' by us for the teacher.

The teacher will use teddies to talk about which parts of the body are private. They will reinforce that they are special and nobody should do anything that hurts or makes them feel uncomfortable.

The children will think about when it is appropriate to talk about their private body parts, and who with eg. Doctor, mum/dad



Parent Feedback: Issue 8

How will you ensure teachers are properly trained to deliver this?

Will teachers know about our concerns and feedback?

Will the teachers know how to teach these issues?

Issue 8: School's Response

- ✓ ONLY teachers or specialist school staff will teach the RSE lessons
- ✓ We will feed back all of the parent questions and concerns from the consultation to teachers
- ✓ INSET DAY in September
- ✓ Staff Meetings throughout the year
- ✓ Support with planning and delivery from Mrs Hoonaihi
- ✓ The Jigsaw materials provide lots of guidance and Pye Bank will write a 'script' for parts of some lessons

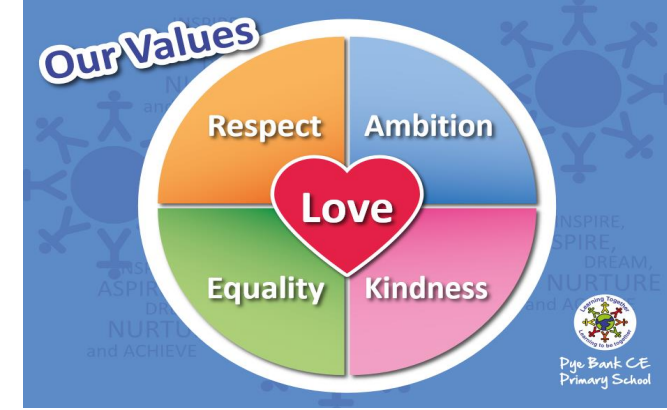


HOW CAN I SHARE MY VIEWS OR ASK QUESTIONS?



-
- Email: consultation@pbp.dsat.education
 - Talk to a member of the team at the gate
 - Give us a call
 - Write us a letter
 - Attend future meetings
 - Book a 'Leader Surgery'

PARENTS AS PRIME EDUCATORS



THANK YOU FOR
ATTENDING





TIME TO TALK: BREAKOUT ROOMS