



West Moors Middle School

Heathfield Way, West Moors

Ferndown, Dorset, BH22 0DA

Telephone: 01202 872474

Email: office@westmoorsmid.dorset.sch.uk

www.westmoorsmid.dorset.sch.uk

5th June 2023

Dear Parents/Carers,

In Summer 2, as part of our Jigsaw programme, all children will complete an age appropriate puzzle piece called 'Changing Me'. In this Jigsaw puzzle, materials are underpinned by existing DfE guidance on **Relationships and Sex Education (RSE)**. Since September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education are compulsory in all schools.

The [statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#) is comprehensively covered by the Jigsaw programme's learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in the statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby benchmarks for careers education, as part of the DfE Careers Strategy.

At WMMS, we define Relationships and Sex Education as learning the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It should equip the children with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their own health and well-being. It involves a combination of sharing information, and exploring issues and values and with technological advancements, as educators we need to help to protect children and young people from inappropriate online content, cyber-bullying and exploitation. RSE is not about the promotion of sexual activity.

We believe it is important to address this area of the curriculum because in the 21st century it ensures that children are receiving a reliable source of information and an opportunity to explore the messages they are receiving in a safe learning environment.

The **UN Convention on the Rights of the Child** states that children have the following rights, which support the provision of sex and relationships education. Children have the right to:-

- Access information which will allow them to make decisions about their health (**Article 17**)
- Be heard, express opinions and be involved in decision-making (**Article 12**)
- Education to help them learn, develop and reach their full potential and prepare them to be understanding and tolerant of others (**Article 29**)
- Not be discriminated against (**Article 2**)
- Government protection from sexual abuse and exploitation (**Article 34**)

Teachers of PSHCE will primarily be responsible for the teaching of Relationships and Sex Education; although the science department and use of outside speakers wherever possible, like a school nurse, will compliment it. The



Headteacher: **Dr D Craddock PhD MA BSc (Hons) NPQH**
Deputy Headteacher: **Mrs D East BSc (Hons) PGCE SENDCo**



teachers are responsible for ensuring the safety and welfare of the children. They are in a particular position of trust (in loco parentis). Personal beliefs and attitudes of staff should not influence the teaching of RSE; all those contributing to the programme are expected to work within the framework provided.

In the Jigsaw programme in Key Stage 2 and Key Stage 3, the mindful approach to PSHE which covers all the statutory requirements within a whole-school PSHE Programme. It spirals children's learning across the year groups in an age-appropriate way, in a whole school approach. The Jigsaw programme maps where each statutory outcome is covered and provides explanatory leaflets for parents/ carers as well as training resources for staff. Our curriculum is set out as per Appendix 1 but we will adapt it to meet the needs of our children as and when necessary.

Primary sex education is not compulsory for primary aged children in KS2 however, the Jigsaw programme covers every aspect of the recommended teaching at Key Stage 2. In addition, there are times when additional lessons will be delivered outside this scheme to address any current issues as they arise such as for example staying safe online and bullying.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

Scientifically how a baby is conceived and born

Jigsaw: Year 5

Relationships unit summary:

Children will look at people who are important to them and why, embarrassment and how to use problem solving to sort out an embarrassing situation, how to build the self-esteem of others, recognising and challenging stereotypes. To address the modern issue of technology the children will also be taught how to stay safe online.

Changing Me unit summary:

Children will explore how people behave and feel when things change, this includes loss. Children will be taught that change can bring positive outcomes. An introduction to changes in puberty, including the names of the reproductive organs will be covered. In conjunction with the science curriculum, children look at the human lifecycle from birth to old age and discuss the changes, children will be taught how human life begins, develops in the womb and then how a baby is born.

Jigsaw: Year 6

Relationships unit summary:

Children will discuss how people feel when someone dies or leaves. They will discuss how to help others, how to break friends without hurting someone and how to forgive others.

Changing Me unit summary:

Children will discuss how they feel about the changes they are going to experience moving from key stage 2 to key stage 3, understand how thoughts, feelings and behaviour are interlinked, look at changes that occur at puberty in more detail, this will include a talk by the school nurse to boys and girls separately.

Jigsaw: Year 7

During this year the children will be taught the KS3 science curriculum in relation to sex and the human lifecycle, including menstruation and the development of the foetus.

Being Me, Risks, Relationships and Conflict unit summary:

Children discuss the qualities of a good friendship and discuss the different relationships everyone has. The focus is on practising good team working skills. The children will be asked to discuss what romantic feelings are and how they affect people, leading on to the qualities each would want in a partner. This will also include teaching the children about gender identity and sexual orientation.

Relationships with other members of the family will be considered, along with how these changes affect the child as he/she matures. Divorce and separation are also discussed along with the impact it has on families and individuals. Ways in which to deal with these issues is also covered.

Jigsaw: Year 8

Relationships unit summary:

It begins with how gender differences can affect the expectations individuals have with a relationship. Children are then asked to consider how a romantic friendship affects the other relationships around them and then to consider how to solve causes of conflict with family and friends. The skills of compromise and negotiation are taught. Changes related to puberty and adolescence are revisited; however the emphasis is on how adolescence can affect children emotionally and socially as well as physically. How to deal with unwanted pressures in relationships to minimise risks and how you can have a relationship without sex is also considered. Children will be taught about the law in relation to consent. Media portrayal of relationships and internet safety, especially sending/receiving sexual images is also covered.

Statutory Requirements:

As a maintained state school, we are required to teach the Science National Curriculum, which includes some elements of sex education. Parents/ carers are unable to withdraw their child from this.

At Key Stage 2 and Key Stage 3 we are required to teach the following National Curriculum for Science which includes:

Key Stage 2: Year 5 Science Curriculum

Living things and their habitats

Children should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- Children should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. (Non-statutory)

Animals, including humans

Children should be taught to:

- describe the changes as humans develop to old age
- Children should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. (Non-statutory)

Key Stage 2: Year 6 Science Curriculum

No specific reference is made to reproduction, so the only RSE will be through the PSHCE Jigsaw scheme of work.

Key Stage 3 Biology Reproduction in the Science Curriculum

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

At **Key Stage 3 Citizenship Education is statutory** but is embedded within the school's PSHCE scheme of work, so provides a vital component of RSE teaching.

The curriculum at key stage 3 should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework which will guide their decisions, judgements and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the consequences of their actions and behave responsibly within relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves
- Avoid being exploited or exploiting others
- Avoid being pressured into unwanted sex
- Access confidential sexual health advice and support
- Know how the law applies to sexual relationships

For more detailed information about our curriculum, see our curriculum map in [Appendices 1 and 2](#).

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful, caring relationships, including friendships
- Online relationships and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Inclusion and Differentiation

We want parents/ carers to be assured that the teachers will respect each child's unique starting points by making sure the scheme of work is differentiated. The teachers will make sure that the SENCO and teaching assistants are informed in advance of the topics so that work can be adapted to suit the needs of all groups of children. Teachers will take into account the differing genders, disabilities, cultures, ethnicity, religion, belief and life experiences of the children they are educating.

Finally, we recognise that parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher with the Subject Co-Ordinator, who will explore any concerns and discuss any impact that withdrawal may have on the child. 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.

We hope that this information is helpful and if you have any question, please do not hesitate to get in touch.

Yours faithfully,

Jenny Hilton

(PSHE Co-Ordinator)