

Feedback from the Consultation on the RHSE content in the PSHE Policy

This document aims to answer questions raised by parents and carers during the consultation period for the school's new PSHE (Personal, Social, Health and Economic Education) policy. At Bridge School we use Jigsaw as a scheme of learning to deliver our PSHE, including Relationships, Health and Sex Education (RHSE) curriculum.

The RSHE aspect of this curriculum is covered in the 'Changing Me' unit of Jigsaw and deals with: *"Change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes."* **Reference: What is Jigsaw, the mindful approach to PSHE (ages 3-11)? A guide for parents and carers 2020**

In addition to the school's PSHE Policy, the following documents are available for your perusal and aim to offer information, support and clarity for parents and carers about the content and delivery of Jigsaw. Some of which have been referred to in the answers to the questions below.

- Jigsaw - Information Leaflet for Parents and Carers
- Jigsaw - Content Overview
- Jigsaw - RSHE A Guide for Parents and Carers
- Jigsaw - 3-11 Statutory Relationships and Health Education Map
- Jigsaw - Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?

Questions and Answers from Consultation Period:

1. I can't seem to locate the Jigsaw mapping document, I would like to know more about what is being taught?

Please see the 'Jigsaw Content Overview' document which maps out what is being taught in each year group.

2. The email includes a section talks about gender reassignment, and LGBT in what year does the school aim to teach this and how do they teach it?

Gender reassignment will not be taught as part of Jigsaw. Please see the 'Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?' document.

3. I am in huge support of the six 'Puzzle Units' - from what year are these included? As I would really like to ask they begin in an age-appropriate form from Year R.

The six 'Puzzle Units' are taught in every year group including foundation stage. They are taught in the following order throughout the academic year (one puzzle per term): Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and finally Changing Me. Then, the individual lessons within each unit that are taught are regarded as the 'pieces' to each puzzle. Please see the 'Jigsaw Content Overview' document which maps out what is being taught in each year group.

4. In terms of the part you title 'sex education' - I wonder if this would be better from Year 3 instead of Year 4, as many children will have already heard or discussed this by that age, and if not then we would absolutely want to avoid inaccurate information passed in playgrounds etc, by providing a safe adult discussing these topics.

When and if 'age-inappropriate' conversations take place, this will be communicated to parents by their class teacher and you will be provided with the correct support and materials to have those

conversations with your child at home. Furthermore, the school will provide any parents, who ask, with the appropriate materials and opportunities to teach 'Sex Education' sooner than what the school's policy identifies should they wish to.

5. How will your staff respond to topics such as being gay if the children raise it, which I am sure they will? e.g. gay marriage? I hope this will be done without ostracising this area. I know it is a tough area and even though I believe fully in loving relationships being able to be between same sex couples, I do understand that not everyone feels that way. How will you deal with this kindly?

When teaching 'puzzle pieces' and dealing with questions and discussions that include reference to LGBT, staff will follow the guidance set out in the 'Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?' document. The children are also exposed to same sex couples through library books, i.e. Takes Two to Tango and The Girl with Two Dads. It is also worth noting that during the consultation period no parents raised concerns about the appropriateness of teaching same-sex relationships.

6. I am very pleased you will be discussing 'online/internet safety and well-being'. Will you also be discussing the use of phones as I know many children see older children with them and will no doubt have one when entering secondary school. I suppose this crosses into emotional well-being and bullying when discussing use of such devices with others?

Yes, this is specifically addressed in Term 1 as part of our computing curriculum and also reinforced throughout the year.

7. This is a question about the pictures selected to show the changing body (appendix A): I would like to raise the issue of body image on the female body for the grown woman. There is sadly a huge pressure on girls to be very slim and in particular an existing trend I understand on social media about the 'gap between the thighs' being something to aim for in some fairly radical ways. I know that there has been progress in social media trying to encourage fitness as a goal, and I completely agree that people need to be encouraged to have a healthy weight, but I wonder if that image is perhaps too slim on the legs. I am definitely not an expert in this area, but I was raising it as I know that young girls talk a lot about weight still! So, I was raising it for thought. And maybe some men may feel the same about the very broad shoulders of the male image.

Teachers will explicitly say to the children that any images displayed are representations and not a real body. This subject is directly addressed in Year 6 and Year 5. Discussions around body image are addressed through more than one lesson and reinforced regularly and also cover the way in which technology is used to alter and enhance body images.

8. Intercourse, we as parents felt that this was too advanced for a 9-year-old, we would have preferred this to have been taught in Year 6.

If parents feel that the lessons regarding conception are taught too soon for their child, they have the right to withdraw them from these lessons. Materials can be provided for parents to address this subject matter with their child when they wish to do so later in the year. Please refer to the PSHE Policy which identifies the coverage within each year group.

9. Words used: 'ejaculation', 'wet dreams' and 'erection'. These words are understandably the correct term however, we felt again, this to be too advanced and would have preferred a more basic term.

Throughout the 'Changing Me' unit it is recommended that children are taught the scientifically correct terminology in order to break taboos around these discussions. Furthermore, it is also considered good safeguarding practice to teach children correct terminology.

10. Diagram of an erect penis in Appendix A. Again, too advance, maybe a cartoon picture would have been more appropriate.

During the 'Changing Me' unit an illustration/animation of the male reproductive system is shown in Year 3, however, this does not include an erect penis. The same illustration/animation is shown in Year 4 and additionally also includes an erect penis. In Year 5, the same illustration/animation which additionally includes an erect penis showing ejaculation will only be used in Lessons 3 & 4. This same illustration/animation is also used in Year 6. Parents will have the opportunity to review all illustrations/animations prior to them being used with the children although some of these illustrations are used in lessons for which there is no statutory right of withdrawal.

11. On page 5 under the heading 'Sex Education' it says "we conclude that sex education refers to human reproduction", and on page 14 in the section that is taught to Year 5 students it says "sexual intercourse is discussed as happening in close and loving relationships". It would be incredibly misleading to portray that sexual intercourse is or should only happen for the purpose of reproduction without any discussion that sex most often happens for pleasure and to demonstrate closeness and intimacy.

We are very aware of the 'relationship' aspect of sex and this is focused upon throughout the PSHE RSHE curriculum and has a specific focus in Term 5 of each Year Group. When teaching about sexual intercourse it will be emphasised that sexual intercourse is a choice requiring consent between people in a close and loving relationship. We will make explicit that not all sexual intercourse results in reproduction and that this is a choice in itself.

12. It says that LGBT content should be fully integrated into each study area and not delivered as a standalone unit. But I don't see any detail of this further on in the breakdown of what is taught to each year group, except for in year 6 where it says children look at how relationships are formed in many different ways including same-sex relationships.

Please see the 'Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?' document. This has been written to provide you, as parents and carers, with information about the LGBTQ content of the Jigsaw materials, and how they support your child's school to meet its statutory obligations.

13. On page 10 it talks about 'internet safety and harms' and on page 14 it talks about teaching Year 6 students about masturbation. At either of these points I thought it an opportunity to talk about adult content on the internet in the context that sexual content online is not reflective of what sex is like in real life, what the differences are, why it is different etc.

This was discussed and it was a decision was made that it would not be appropriate to teach about pornography or adult content at this age. This is not a topic that we will teach or address directly in school. The school teaches children what to do if they see something age inappropriate or makes them feel uncomfortable on the internet through internet safety within Computing and this is reinforced throughout.

14. Going through the policy we found lots of helpful topics that children should be aware of. However, some of the topics in 'Changing me' unit (based on the information provided in

appendix) seems not appropriate to the age group. In our personal opinion it's a year early to have that knowledge. We would recommend it to be moved one year forward.

If parents feel that the lessons regarding conception are taught too soon for their child, they have the right to withdraw them from these lessons. Materials can be provided for parents to address this subject matter with their child when they wish to do so later in the year. Please refer to the PSHE policy which identifies the coverage within each year group.