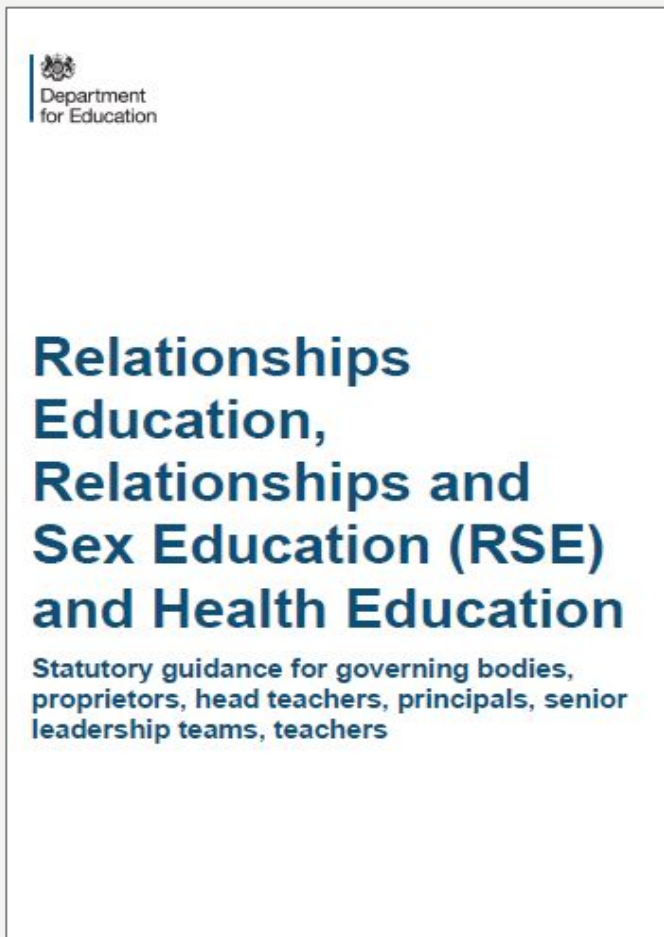




# **PSHE/RSE AT BURLINGTON**

# Statutory Changes - September 2020



## PRIMARY

RELATIONSHIPS EDUCATION IS  
COMPULSORY

HEALTH EDUCATION IS COMPULSORY

But Sex Education is at school's discretion (will not  
be taught in Infants)

## SECONDARY

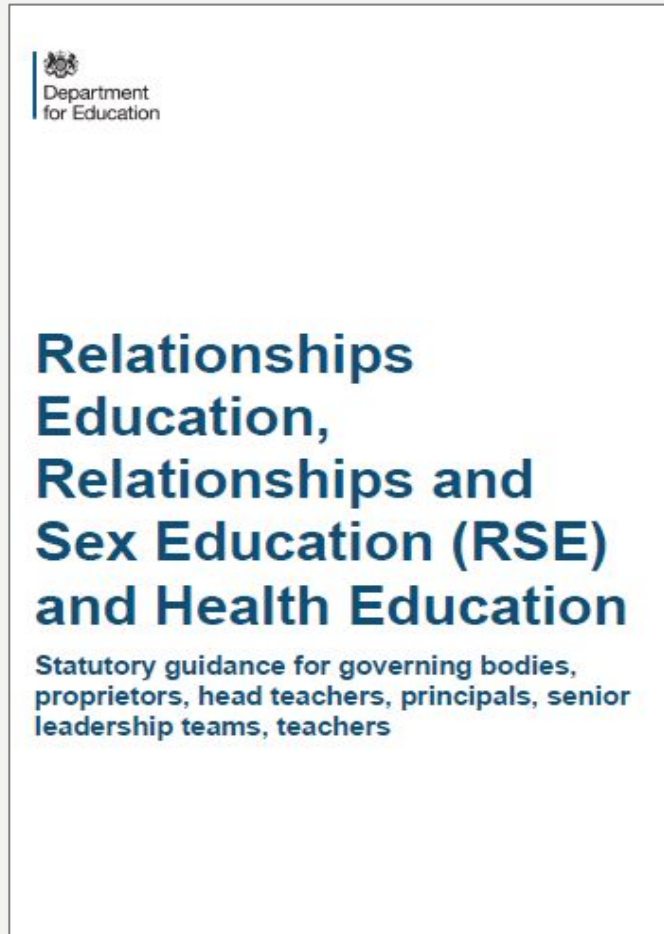
RELATIONSHIPS EDUCATION IS  
COMPULSORY

SEX EDUCATION IS COMPULSORY

HEALTH EDUCATION IS COMPULSORY

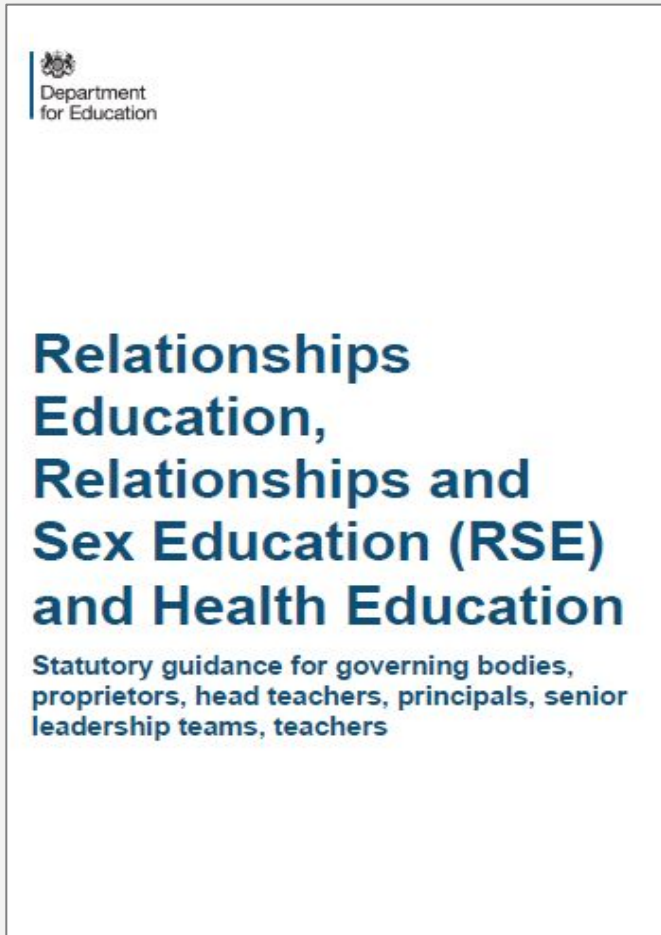
Guidance does not apply to: Sixth Forms colleges,  
16-19 academies or FE colleges

# What are the expectations for Primary Health Education?



- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (Puberty)

# What are the expectations for Primary Relationships Education?



- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

# Science at KS1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults

## Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?

Key Vocabulary:

Male  
Female  
Vagina  
Vulva  
Penis  
Testicles  
Anus  
Public  
Private

# What is Jigsaw?



The mindful approach to PSHE

## A whole-school PSHE programme comprising:

- A comprehensive and original scheme of work
- PSHE (Personal, Social, and Health Education)  
Includes statutory Relationships and Health Education
- A detailed weekly lesson plan for all year groups, including all teaching resources
- Underpinned by mindfulness

# PSHE/RSE Long Term Plan

Nursery

Reception

Year 1

Year 2

<p>Changing Me</p>	<ul style="list-style-type: none"> <li>Name parts of my body</li> <li>Say what I can do to help me be healthy</li> <li>Understand that we all start as babies and grow into children and then adults</li> <li>Know I grow and change</li> <li>Talk about how I feel moving to School from Nursery</li> <li>Remember some fun things about Nursery this year</li> </ul>	<ul style="list-style-type: none"> <li>Label parts of the body and say what some parts do</li> <li>Say some things I can do and foods I can eat to be happy and healthy</li> <li>Understand that we all grow from babies to adults and talk about how we will change</li> <li>Express how I feel about moving to Year 1</li> <li>Talk about my worries and/or the things I am looking forward to about being in Year 1</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the life cycles of animals and humans</li> <li>Say some things about me that have changed and some things about me that have stayed the same</li> <li>Say how my body has changed since I was a baby</li> <li>Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>Understand that every time I learn something new I change a little bit</li> <li>Say changes that have happened in my life</li> </ul>	<ul style="list-style-type: none"> <li>Recognise cycles of life in nature</li> <li>Talk about the natural process of growing from young to old and understand that this is not in my control and identify people I respect who are older than me</li> <li>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>Recognise the physical differences between boys and girls, using the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</li> <li>Understand that there are different types of touch and can tell you which ones I like and don't like</li> </ul>
		<ul style="list-style-type: none"> <li>Share memories of the best bits of this year in Reception</li> </ul>		<ul style="list-style-type: none"> <li>Identify what I am looking forward to when I move to my next class</li> </ul>

# Changing Me FAQs

- 1. Why is the decision made to include parts of the anatomy now when you have previously chosen to exclude it? I am also concerned that the language may not be suitable for the children that it is aimed at.**
  - Statutory requirement from Year 1
  - In teaching the children the appropriate terminology, it takes away the giggle factor or embarrassment and encourages honesty. The new curriculum normalises those specific anatomy words and teach children that those parts have scientific names. The curriculum also hopes to make children be confident of their bodies and be respectful of their and other people's bodies.
  - It ensures all teachers are consistent.
  - Safeguarding - Knowing these terms will help safeguard children



# Any questions?



This website has a selection of age appropriate books to support parents with this.

[Best children's books about puberty and sex | TheSchoolRun](#)