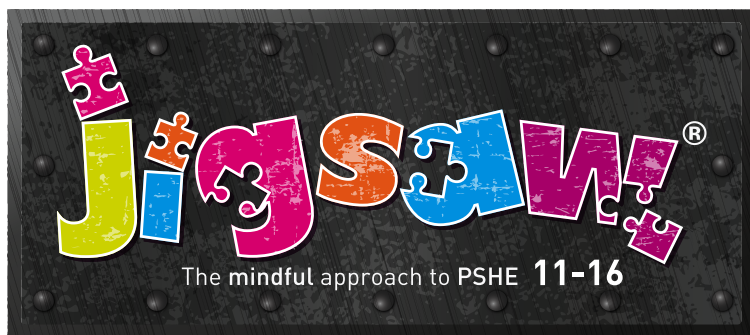




In September 2020, the Department for Education (DfE) made Relationships and Sex Education compulsory in all secondary schools, and Health Education compulsory in all state-funded schools in England. Independent Schools were already mandated to deliver PSHE including Health Education (*Independent School Standards, DfE, 2019*).

At secondary school, teaching builds on what children learnt at primary school and develops their understanding of health, with an increased focus on risk areas like drug use. Many schools teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education, and this is what Jigsaw PSHE provides for schools.



This leaflet sets out what Relationships and Sex Education and Health Education look like for students in KS3 (ages 11-14); why RSE is important; what parents and carers can do; and how Jigsaw PSHE ensures students receive the education they deserve.



An introduction to Jigsaw PSHE

Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16.

Jigsaw 11-16 builds on the Jigsaw 3-11 Programme, offering an holistic PSHE learning journey spanning the student's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

The Jigsaw 11-16 programme comprises:

- A comprehensive and completely original scheme of work for 11- to 16-year-olds
- PSHE (Personal, Social, Health and Economic Education), resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development)
- Inclusive philosophy including Relationships and Sex Education
- The Jigsaw Approach, underpinned by mindfulness philosophy and practice

And is compliant with statutory RSHE requirements (England, DfE, 2019).

Puzzles (units)

The Jigsaw 11-16 Programme includes six units of study (Puzzles), each with six lessons (Pieces), designed to be taught sequentially throughout the school year, one per term, as follows:

Puzzle (Unit)

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me



The content is student-driven and is in line with the most recent national guidance from the DfE. Jigsaw 11-16 remains a universal, core programme that will be added to and updated regularly to accommodate changing needs and contexts.

The main aim of PSHE is to empower young people to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy, fulfilling lives.

The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety.

The latest guidance recommends that schools need to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw 11-16 develops them in a structured and developmental way throughout every age group. A programme like Jigsaw is so helpful to schools, because it sets out exactly how students learn best and how to teach skills that lead to better social, emotional and mental health, which, in turn, has a positive impact on learning.

Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.

What does Relationships and Sex Education (RSE) in KS3 look like for students and schools?

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It also needs to cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.

Parents and carers should be assured that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time for them.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This needs to be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe and positive learning environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously - approaches advocated by Jigsaw PSHE 11-16 teaching materials.

RSE in KS3 needs to demonstrate clear progression from what is taught in Relationships Education at primary school, and as students grow up, at the appropriate time teaching is extended to include lessons on intimate relationships. Alongside this, students are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming an adult. This will enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. This applies to online and offline relationships.

This is what every school with KS3 students in England is expected to adhere to. How they teach it is up to each individual school.



In **Jigsaw PSHE**, students will have the opportunity to learn in RSE...

- About families, long-term relationships like marriage, parenting and their associated laws
- About respectful relationships, including friendships, about trust, stereotypes, bullying, difference, illegal behaviour in relationships and where to find help
- About relationships within the context of the media and online – and most crucially the laws that are there to protect them and others
- About safety in relationships, including what to do if they don't feel safe in a relationship
- About intimate and sexual relationships, and their sexual health – and how the choices they make can have a long-term impact
- About the protected characteristics in the Equality Act

It is all in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing inclusion and respect for each other, and so on. The emphasis is on changes that students will experience as they grow up: what those changes look and feel like, why they happen and how to manage them positively.

The Jigsaw Sex Education Pieces (lessons) aim to give students their entitlement to information about puberty, human reproduction, sexual health and consent, as appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear and includes sources of support and advice.

Why is RSE taught in secondary schools?

There are many reasons why RSE is taught in secondary schools, including these:

- More than ever before, students are exposed to representations of sex and sexuality through the media and the social culture around them, so their education needs to present a balanced view of relationships and sex.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE for their children.
- Research shows consistently that effective RSE delays first sexual experience and reduces risk-taking, despite what many people still believe to the contrary.
- Surveys of children and young people have repeatedly reported that RSE tends to be too late in their education, too focused on the biological aspects, and not enough information on building relationships.
- It is part of the statutory curriculum (DfE, England, 2020).

What is the purpose of RSE?

At Jigsaw PSHE, we believe there are four main aims for teaching RSE within the context of PSHE (Personal, Social, Health and Economic) Education and they are crucial for students to learn about. High-quality RSE is taught...

- To enable young people to understand and respect their bodies, and be able to cope with the changes that puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development, and so on (in other words, respect for self and others).
- To support young people to have positive self-image and body image, and to understand the influences and pressures around them.
- To help young people to make informed choices if and when they are consider starting a sexual relationship, so that they keep themselves safe and don't have an unplanned pregnancy or sexually-transmitted infection.

Won't telling students about sex make them do it sooner and more?

No. The evidence suggests that high quality RSE does the opposite: it actually delays young people's first sexual experience, and it helps them become much more confident and comfortable about making informed choices. We believe effective RSE takes away ignorance, not innocence.

Teaching about safety and relationships as part of PSHE Education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations. Ofsted expressed concern in its report on PSHE that the lack of high-quality, age-appropriate RSE in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation. It is clear, therefore, that PSHE Education plays a vital part in helping to meet school's responsibilities to safeguard their pupils.

Parents' right to take students out of PSHE lessons on RSE

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but cannot withdraw their child from Relationships or Health Education). School leaders should discuss this with parents: good practice is likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Parents/carers are not permitted to withdraw their child from the Sex Education included in the National Curriculum Science, as this is a statutory subject.

If a pupil is removed from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Please note that there is no right to withdraw from Relationships Education or Health Education for any student.

If you are considering taking your child out of RSE lessons within PSHE Education, please consider the following:

- All the other students in your child's class will have been taught this information and may well talk to your child about it and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about sex and reproduction in Science lessons. The RSE in PSHE Education will echo this and will concentrate on teaching young people how to enjoy healthy relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that RSE won't be seen as contentious.
- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE Education. Often, when parents and carers find out what is in the PSHE Education curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning.

What about health education in KS3?

Students are taught about physical health and mental well-being to give them the information that they need to make appropriate decisions about their own health and well-being. It needs to enable them to recognise what is normal and what is a problem in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

A vital part of health education in KS3 is teaching on puberty and this includes menstruation (which follows on from what is taught in primary school). Health education should ensure all students are prepared for changes they and their peers will experience.

In **Jigsaw PSHE**, students will have the opportunity to learn in Health Education...

- About mental well-being, emotions, concerns and when/where to seek help
- About the internet, how to stay safe and what harms exist, including gambling, bullying and advertising
- About physical health and fitness, how to stay well and manage stress, as well as other potential health concerns
- About healthy eating, and what constitutes a balanced and appropriate diet
- About drugs, tobacco and alcohol, the law, the physical risks and dependency
- About protecting health and preventing illness, and the importance of sleep in this
- About basic first aid
- About how bodies change over time, particularly in adolescence

Where can parents/carers get more information?

Parents and carers can speak to their child's head teacher, read the school's RSHE (PSHE) Policy, and find out more information about Jigsaw PSHE through www.jigsawpshe.com. The DfE guidance on Relationships and Sex Education and Health Education is available from

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education