

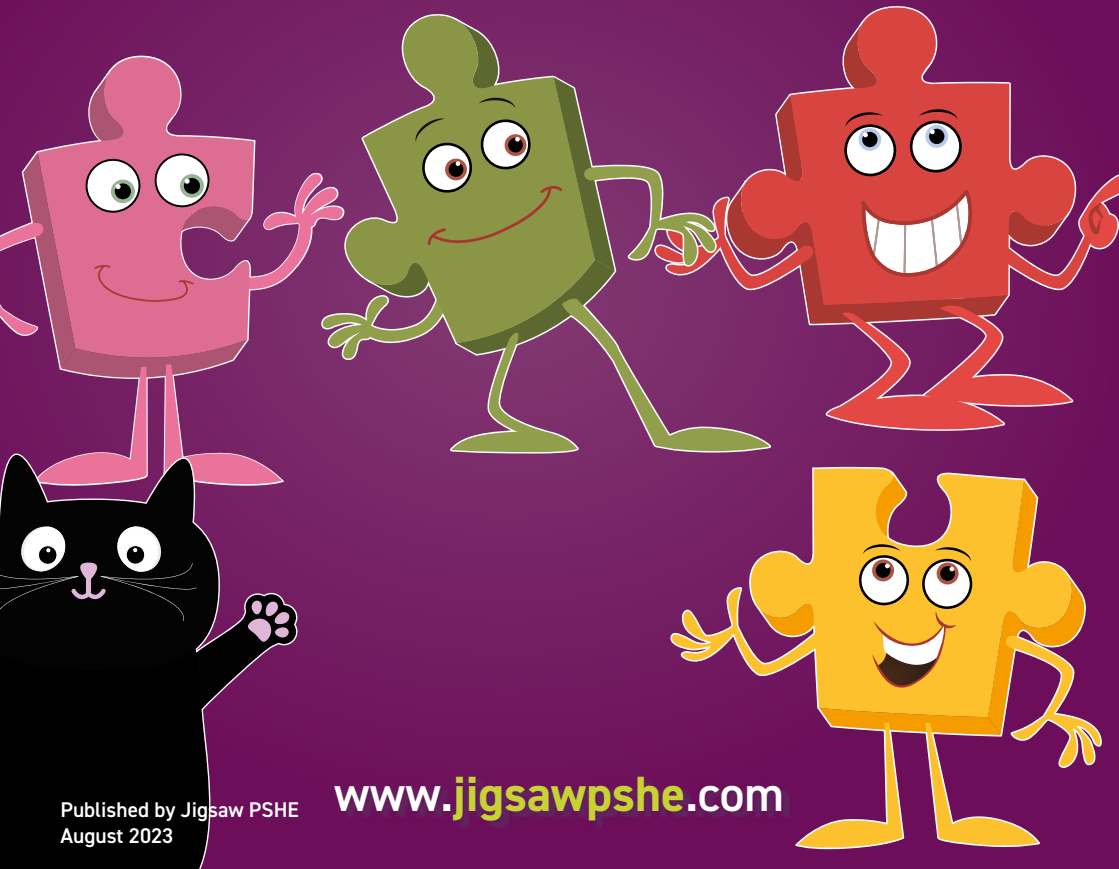


The mindful approach to Health and Well-being

Relationships and Sexuality Education

How does Jigsaw, the mindful approach to health and well-being support Relationships and Sexuality Education?

Information for parents and carers – Primary



Relationships and Sexuality Education (RSE) in Wales

Relationships and Sexuality Education is now mandatory for all schools in Wales. It has a key role to play in helping children and young people navigate the world safely. Welsh Government wants education to help our children to develop as healthy, confident individuals, ready for the next chapter in their life after school.

Relationships and Sexuality Education (RSE) encompasses the knowledge, skills, dispositions and values that will empower learners to:

- support their health and well-being
- develop healthy, safe and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships
- navigate and make sense of how relationships, sex, gender and sexuality shape their own and other people's identities and lives
- understand and support their rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives.

RSE provision helps to ensure learners develop a positive understanding of relationships and sexuality and to recognise misconceptions.

RSE aims to empower learners in line with their needs, experiences and wider development.

RSE plays an important role for the safeguarding and protection of all learners in Wales.

Welsh Government states

The Welsh Government believes all children and young people have the right to receive high-quality, holistic and *inclusive* education about relationships and sexuality. High-quality, holistic and inclusive RSE is associated with a range of positive and protective outcomes for all learners and their communities and can, for example:

- help increase learners' understanding of and participation in healthy, safe, and fulfilling relationships
- help young people recognise abusive or unhealthy relationships and seek support
- help reduce all *bullying*, including homophobic, biphobia and transphobic bullying, and increase safety and well-being for all learners
- help all learners make informed decisions about sexual intimacy and reproductive health
- help promote equality and equity of sex, gender and sexuality
- increase *awareness, knowledge and understanding* of gender-based and sexual violence

Why is RSE for the learners of Wales so important?

The world around us is evolving rapidly and significantly. As a society we are becoming ever more aware of:

- changing family structures and relationships
- shifting social, cultural and religious norms in relation to sex, gender and sexuality
- advances in technology including the rising influence of social media and increased use of digital communications and devices
- changing laws and rights around relationships, sex, gender and sexuality

Rights of the Child in Wales

The Children's Commissioner for Wales supports the inclusion of Relationships and Sexuality Education in the Curriculum and Assessment (Wales) Act 2021. This law will make sure all children and young people have opportunities to develop their understanding of relationships and sexuality. This will help empower children and young people with the understanding and skills they need to make informed choices and to be happy, healthy and safe.

What children's rights are supported by RSE?

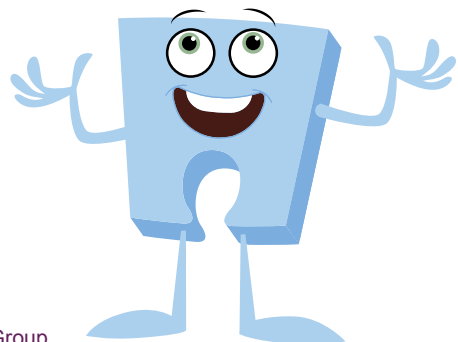
Effective and high-quality Relationships and Sexuality Education will help ensure children and young people experience their rights under the UNCRC which include:

- the right to non-discrimination (Article 2)
- the right to be heard, express opinions and be involved in decision-making (Article 12);
- the right to access information (Article 17);
- the right to experience the highest attainable health, access to health facilities, preventative health care, and family planning education and services (Article 24)
- the right to an education that support all children to develop and reach their full potential and prepare children to be understanding to others (Article 29)
- the right to government protection from sexual abuse and exploitation (Article 34).



**Comisiynydd
Plant Cymru**

Children's
Commissioner
for Wales



Jigsaw Philosophy

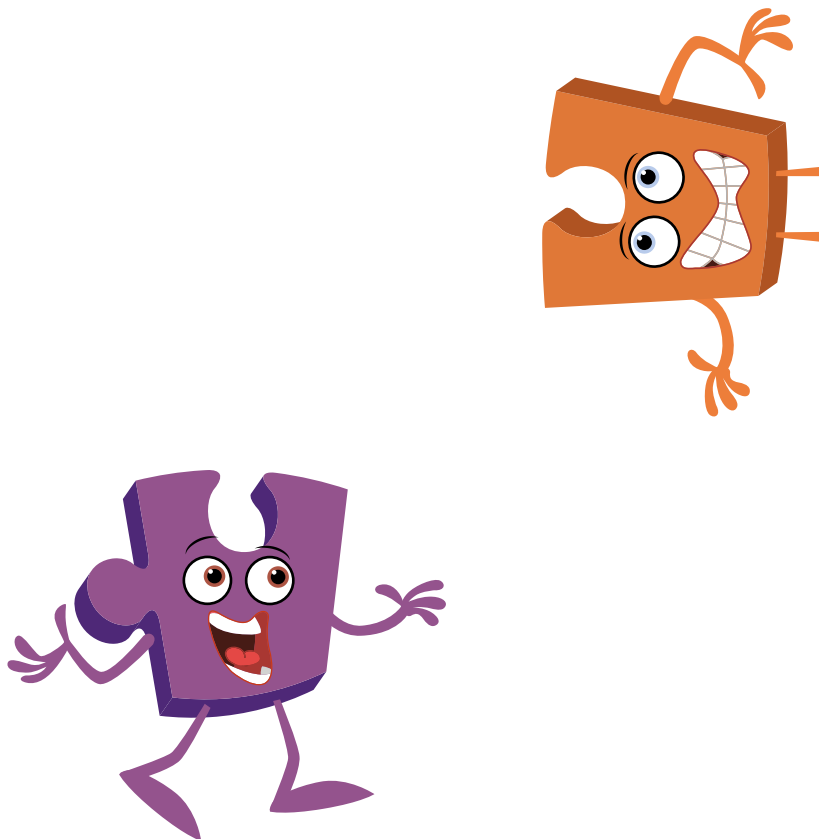
Jigsaw, the mindful approach to health and well-being is a teaching and learning programme which includes the mandatory RSE (Relationships and Sexuality Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

Jigsaw, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and schools must fulfil their statutory duties.

The Jigsaw Programme includes lessons on ALL aspects of compulsory Relationships and Sexuality Education, designed in a sensitive, spiral, age-appropriate curriculum. At Jigsaw, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.



What is RSE in the context of the new curriculum?

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. Central to the Curriculum for Wales is an aspiration for every child and young person to achieve the four purposes of the curriculum.



RSE in the Curriculum for Wales focuses on three broad strands:

- **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.



Understanding the nature of progression in RSE

RSE follows a Phase approach, as outlined by the Welsh Government's Code in terms of what content is covered by each age range. The principles of progression across the [Health and well-being Area](#) offer guidance to [progression](#) in RSE. Our curriculum revisits content, themes and topics as outlined in the preceding phases set out in the Code, reinforcing and building on learners' developing understanding and changing needs.

How will Jigsaw support the delivery of RSE?

The RSE programme will be taught by class teachers in mixed gender groups wherever possible. Involvement of external agencies such as School Beat Cymru helps to enrich the delivery of RSE, but does not replace RSE within the taught curriculum. Outside agencies are made aware of their role within the delivery of RSE and are provided with a copy of the school's RSE policy on request.

Equity for learners in Wales

We consider how best to meet the needs of learners whose additional needs means that their understanding of sexual health and well-being may not match their chronological age.

All our staff, including ancillary staff, physiotherapists, nurses and carers are aware of the school's approach to RSE when working with learners with additional learning needs.

Learners have the right, as provided for by Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), to contribute in a meaningful way to the development and review of the RSE programme.

Listening to Learners

The RSE curriculum is flexible and responsive to the issues and questions that may arise during lessons. School will be expected to respond in an age appropriate and respectful way. The views of learners regarding the RSE curriculum should be reviewed by all stakeholders on an annual basis.

What if I want more info?

Schools are expected to share information with parents and carers about Relationships and Sexuality Education. If you have any specific questions relating to a child that you have responsibility for, then please share your concerns with a senior lead within the school.

All parents/carers have the right to access the schools RSE policy. All activities and resources relating to RSE can be shared with you.

How RSE supports the Curriculum for Wales, 4 purposes:

Healthy, confident individuals who are building their mental and emotional well-being by developing confidence, resilience and empathy. Applying knowledge about their mental health in their daily lives, and how to form positive relationships based upon trust and mutual respect. Have the skills and knowledge to manage everyday life as independently as they can.

Ethical, informed citizens who respect the needs and rights of others, as a member of a diverse society, understand and consider the impact of their actions when making choices and acting with respect.

How will my child be taught about Relationship and Sexuality Education, through Jigsaw?

Age	Jigsaw Puzzle & Lesson	Outcome: the children will...
Ages 3-5 Nursery and Reception	Celebrating Difference - Families	Explore how all families are different but we are all the same in some ways
	Relationships – My Family and Me	Understand roles within a family.
	Changing Me - Growing Up / Growth and Birth	Learn how they have changed since they were babies.
Ages 5-6 Year 1	Celebrating Difference – Celebrating Difference; Celebrating Me	Become familiar with difference between themselves and others, and understanding what makes them unique.
	Relationships – Families / Celebrating my Special Relationships	Understand their role within their family and express feelings towards those close to them.
	Changing Me – Life Cycles / Changing Me / My Changing Body / Boys' and Girls' Bodies / Coping with Changes	Learn how they have changed since they were babies.
Ages 6-7 Year 2	Celebrating Difference – Boys and Girls / Gender Diversity / Celebrating difference and still being friends	Identify assumptions made towards boys and girls and recognising it as a form of stereotyping. Understanding difference between others and becoming non-judgemental. <i>Transgender will only be discussed if raised by a pupil, where the correct definition of transgender will be used.</i>
	Relationships – Keeping Safe - exploring physical contact / Trust and Appreciation	Develop an understanding of physical contact, as well as being able to identify between acceptable and unacceptable touch. Gain the ability to trust others.
	Changing Me – Life Cycles in Nature / Growing from young to old / The Changing Me / Boy's and Girls' Bodies	Be familiar with life cycles in nature and how this is similar to themselves. Understanding the development of the body over time and constant changes as we get older. Physical changes to themselves since birth. Children will be taught sensitively about their body parts and respecting privacy (which parts of the body are private and why this is).

Ages 7-8 Year 3	Celebrating Difference – Family / Family Conflict	Understand that all families are different but are important to us and knowing that conflict between family members happens and how we can manage through these situations.
	Relationships – Family Roles and Responsibilities / Friendship / Keeping Myself Safe Online	Develop roles and responsibilities of each family member. Being able to develop the skills to be a good friend, as well as deal with any conflict. Learn strategies to stay safe online.
	Changing Me – How Babies Grow / Babies / Outside Body Changes / Inside Body Changes / Family Stereotypes	Be familiar with life cycles in nature and how this is similar to themselves. Knowing that babies grow and develop in females. Identify changes to the body on the inside and outside so that bodies are ready to make babies when they grow up. <i>Children will be taught sensitively about how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.</i>
Ages 8-9 Year 4	Celebrating Difference – Judging by Appearances / Understanding Influences / Understanding Bullying / Problem-solving / Special Me	Understand that we often make assumptions based on what people look like and highlighting how influences can impact our judgements. Becoming familiar with bullying situations and developing skills to manage certain situations. Being able to identify what makes themselves unique and special. Developing a respect for themselves and their physical appearance.
	Relationships – Love and Loss / Girlfriend and Boyfriends / Celebrating my relationships with people and animals	Be able to identify someone that they love and express why they are special to them. Be aware of special relationships when they are older and that there is no pressure to have a boyfriend or girlfriend. Be able to show love towards others who are special to them.
	Changing Me – Unique Me / Having a Baby / Girls and Puberty	Understand that personal characteristics have come from their birth parents. Learn the correct body terminology involved in having a baby and develop an understanding of personal choice in doing so. Full changes of puberty in girls, transforming into an adult and preparing the body to be able to have babies. <i>Conception will be explained in simple terms.</i> <i>Will cover the menstruation cycle and ensure all are fully aware that this is natural.</i>



Ages 9-10 Year 5	Celebrating Difference – Rumours and Name-calling / Types of Bullying	Become familiar how rumours can spread to cause negative harm and Name-calling being another form of bullying. Being aware of direct and indirect bullying and how to spot it. Being able to provide support to those being bullied.
	Relationships – My Relationship – Staying Safe and Happy Online	Be able to explain how to stay safe online and use technology correctly to communicate with friends. Also, being able to resist pressures online that may cause harm to them or others.
	Changing Me – Self and Body Image / Puberty for Girls / Puberty for Boys / Conception / Looking Ahead	Develop confidence of their own body and self-image. Further knowledge about puberty, but in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms. Become familiar with responsibilities as we get older and develop skills to cope with change.
Ages 10-11 Year 6	Celebrating Difference – Am I Normal? / Understanding Difference / Power Struggle / Why Bully / Celebrating Difference	Understand there are different perceptions on what is normal. Be aware that some people/groups can have power over others, influencing their decision making and having a negative impact on others. Identify reasons for why people may bully others and develop their strategies to tackle bullying incidents. Develop an appreciation for others and an understanding on what makes them different.
	Relationships – Power and Control / Being Online – Real or Fake? Safe or Unsafe?	Be able to recognise when people are trying to gain power or take control. Developing the confidence to stand up for themselves. Using technology safe online and being able to judge whether material is safe or unsafe to use, taking responsibility for their own safety.
	Changing Me – Puberty / Babies: Conception to Birth / Boyfriends and Girlfriends	Be able to highlight all the changes that take place during puberty for boys and girls. Also, knowing the importance of looking after yourself physically and emotionally. Become aware of the key stages between conception to the birth of a baby. Being able to compare between healthy and unhealthy pregnancies. Develop an understanding on physical attraction towards others and learning to respect others.