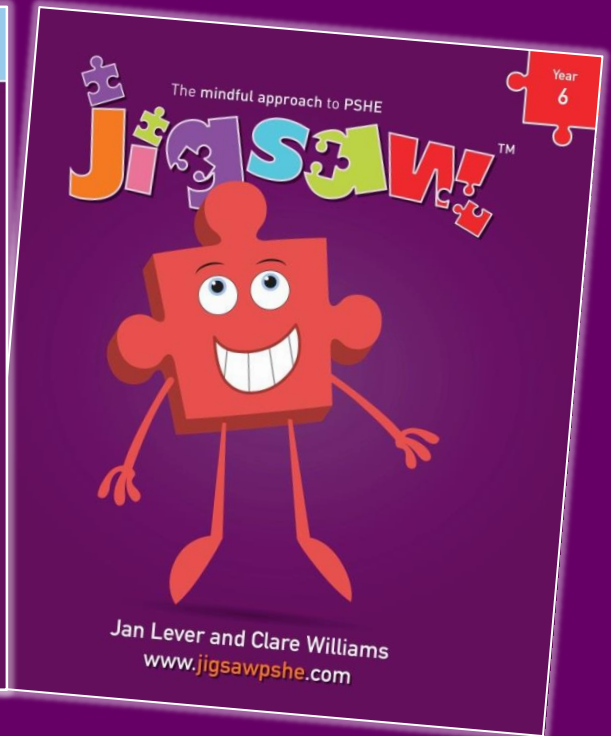
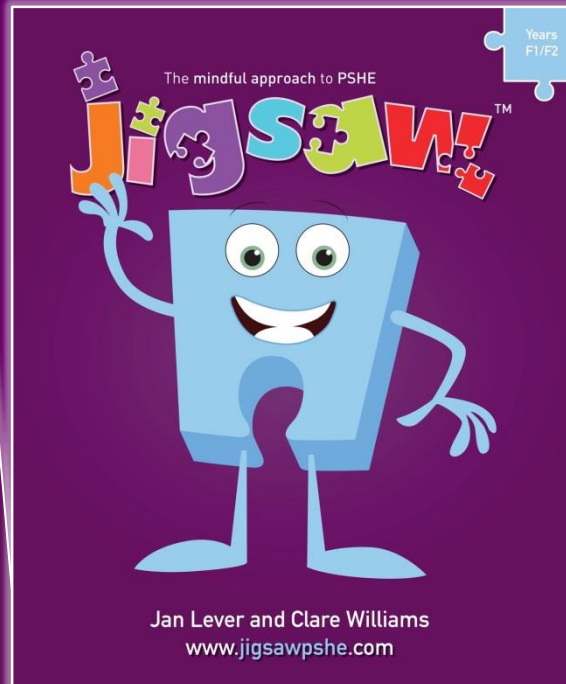
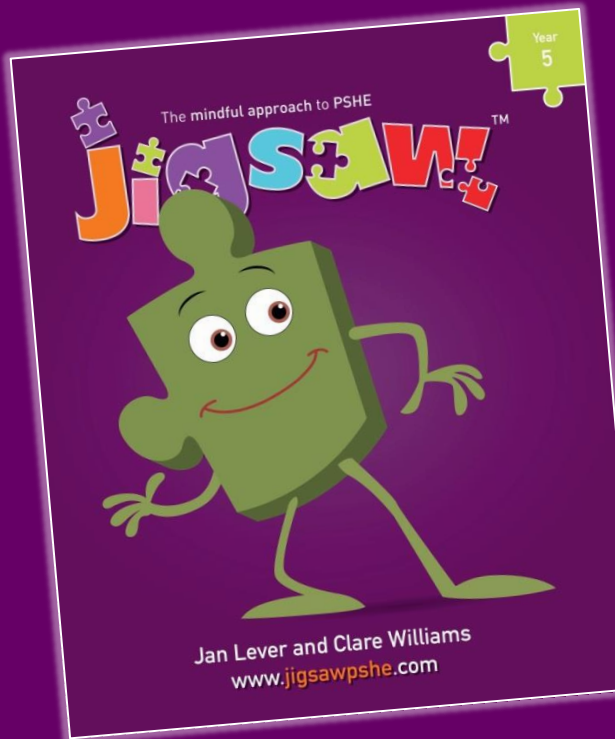




The mindful approach to PSHE



www.jigsawpshe.com

Jan Lever and Clare Williams

Welcome to

The Jigsaw SRE Information Session

Changing Me



Aims

- To provide the context, principles and practice for teaching high-quality Sex and Relationships Education
- To become familiar with the Jigsaw 'Changing Me' Puzzle, the materials and approach



Changing Me - Key ideas

- Life cycles
- How babies are made
- My changing body
- Puberty
- How babies grow
- Growing from young to old
- Becoming a teenager
- Assertiveness
- Self-respect
- Safeguarding
- Family stereotypes
- Self and body image
- Attraction
- Change
- Accepting change
- Looking ahead
- Moving/transition to secondary





Where do children learn about Sex and Relationships?

Parents/carers?

Friends?

School? Lessons/playground?

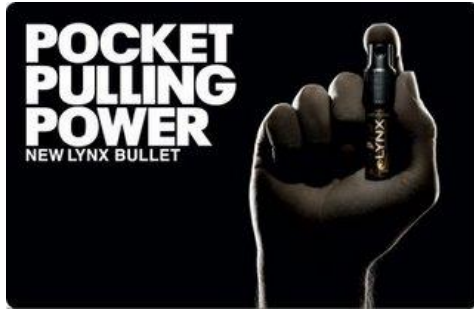
Magazines?

Television?

Internet?

What would be our preferred options?







Putting SRE into context

- More than ever before, children are exposed to representations of sex and sexuality through the media and the social culture around them
- Rates of STIs and teenage pregnancy in the UK are worryingly high – as is the regret felt by young people after early sexual experiences
- Parents say they want the support of schools in providing SRE for their children
- Research consistently shows that effective SRE delays first sexual experience and reduces risk taking
- Surveys of children and young people have repeatedly told us SRE tends to be “too little, too late and too biological”





Starting point

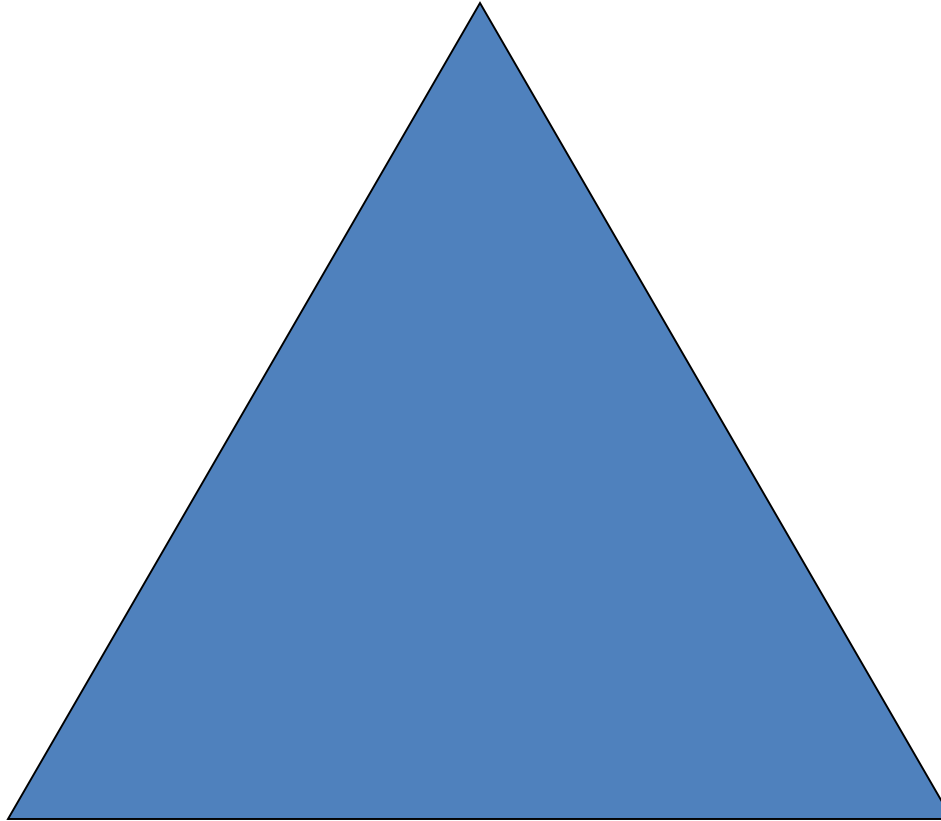
- We all want what is best for children.
- We want to protect children and to keep them safe.
- We want children to be healthy and happy.

High quality SRE is part of this.





Parents & Carers



School

Child





**You think that everyone else is doing
it and they aren't. It's only
afterwards that you think
“What do you mean, you haven't?
I wish I hadn't. I thought you had.”**

Young Woman quoted in the Social Exclusion Unit's
Teenage Pregnancy Report - 1999





The main aims for SRE in Primary Schools

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings (without fear)





- To help young people develop positive and healthy relationships appropriate to their age, development, etc. (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



“Don’t step on it . . . it makes you cry.”



- To make informed choices when they are considering starting a sexual relationship, so that they keep themselves safe and don't find themselves with an unplanned pregnancy or sexually-transmitted infection





2014 National Curriculum Science

Key Stage 1: Year1

Living things and their habitats: animals including humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense





2014 National Curriculum Science

Key Stage 1: Year 2

Living things and their habitats: animals including humans

- notice that animals, including humans, have offspring which grow into adults

Notes and guidance

Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.





Key Stage 2: Year 5 Science

Living things and their habitats

- 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

Animals including humans

- describe the changes as humans develop to old age





2014 National Curriculum Science

KS2 Year 5

Notes and Guidance

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. **They should learn about the changes experienced in puberty.**
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.





PSHE Education in Primary Schools now (KS1 and 2)

1. Health and Well-Being
2. Relationships
3. Living in the Wider World

Non-statutory framework, 2000

Updated: National PSHE Association, 2013





National PSHE Association Programmes of Study

Core Theme 1: Health and Well-Being

KS 1 &2 Suggested Programme of Study for Health and Well-Being

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and well-being
3. how to manage risks to physical and emotional health and well-being
4. **ways of keeping physically and emotionally safe**
5. **about managing change, such as puberty, transition and loss**
6. how to make informed choices about health and well-being and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and well-being





PSHE Association

Core Theme 2: Relationships

KS 1 & 2 Suggested Programme of Study for Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Covered in a number of Jigsaw Puzzles, especially the Relationships Puzzle.





National PSHE Association Programmes of Study

KS 1

- The names for the main parts of the body (including external genitalia), the similarities and difference between boys and girls

KS2

- How their body will change as they approach and move through puberty
- About human reproduction



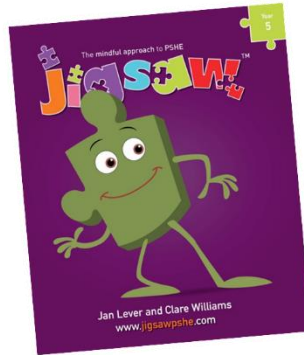


- Parents/carers have the legal right to withdraw their children from the SRE included in the PSHE Education curriculum (as that is non-statutory)
- **But** not from the Sex Education included in the National Curriculum Science Orders
- Your class teacher may suggest that your child/ren would benefit from having individualised lessons with the school nurse.





SRE Content in Jigsaw

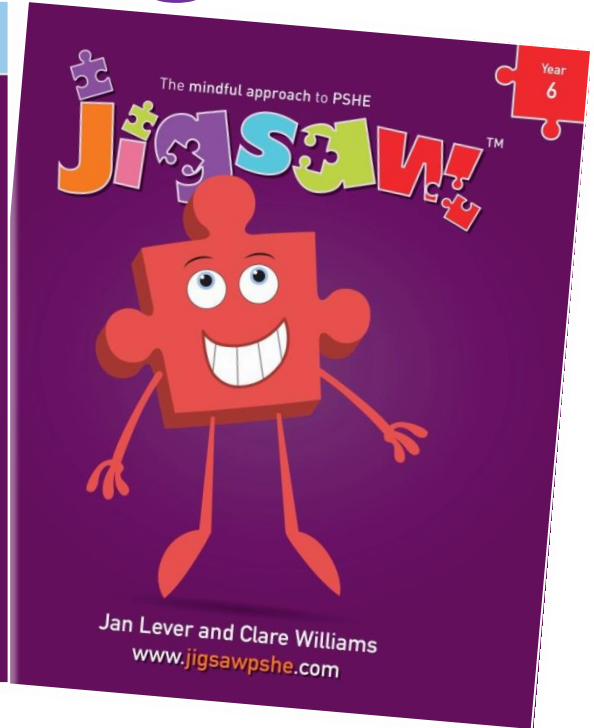
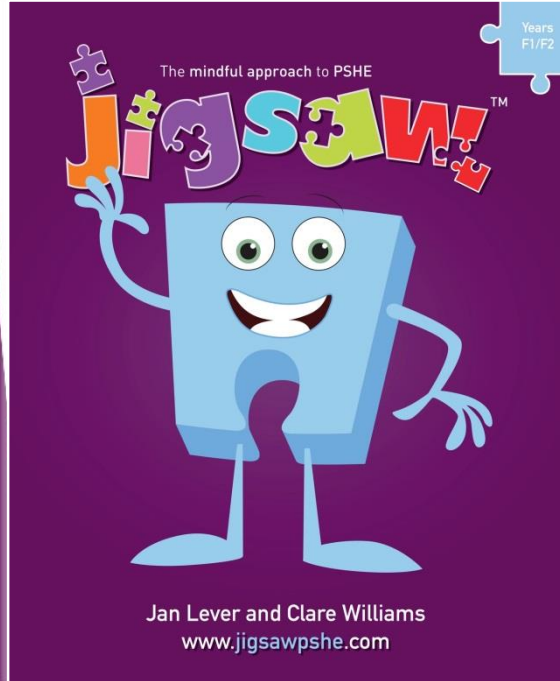
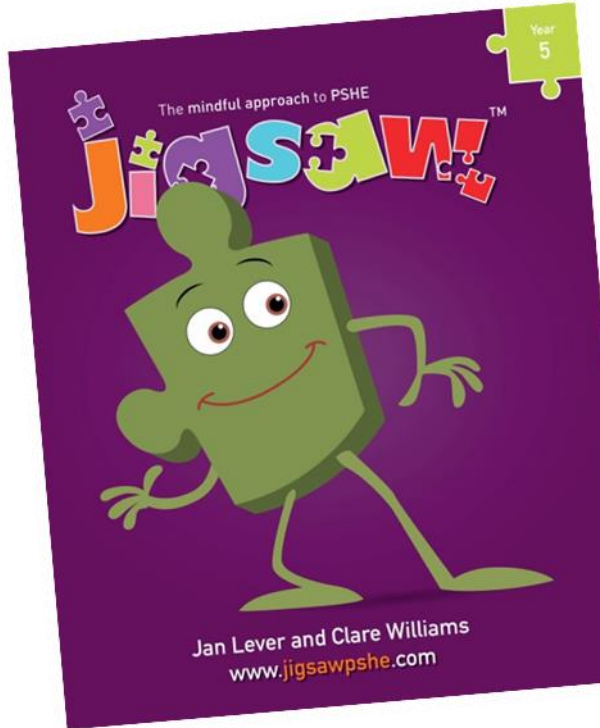


All in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing loving, stable relationships, respect for each other, etc.





SRE Content in Jigsaw






Jigsaw SRE content

Year 1

| Year Group | Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|------------|---------------------------------------|--|
| 1 | Piece 4 Boys' and Girls' Bodies | identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private |





Jigsaw SRE content

Year 2

| Year Group | Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|------------|------------------------------------|---|
| 2 | Piece 4 Boys' and Girls' Bodies | recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl |





Jigsaw SRE content Year 3

| Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|--|--|
| Piece 1 How Babies Grow | understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals |
| Piece 2 Babies | understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family |





Year 3

continued

Piece 3

Outside Body Changes

understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies

identify how boys' and girls' bodies change on the outside during this growing up process

recognise how I feel about these changes happening to me and know how to cope with those feelings

Piece 4

Inside Body Changes

identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up

recognise how I feel about these changes happening to me and how to cope with these feelings





Jigsaw SRE content Year 4

| Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|--|---|
| Piece 2 Having A Baby | <p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p> |
| Piece 3 Girls and Puberty | <p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> |





Jigsaw SRE content Year 5

| Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|---------------------------------------|---|
| Piece 2 Puberty for Girls | explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me |
| Piece 3 Puberty for Boys and Girls | describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty |
| Piece 4 Conception | understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways |





Jigsaw SRE content

Year 6

| Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|---|--|
| Piece 2 Puberty | explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty |
| Piece 3 Girl Talk/Boy Talk | ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive |





Year 6 continued

| Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|---|--|
| Piece 4 Babies – Conception to Birth | describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby |
| Piece 5 Attraction | understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this |





Any questions?

