

We define **RSHE** as teaching about human reproduction and will teach our lessons through our RSHE curriculum.

Parents and carers have the right to request their child is withdrawn from these specific lessons. Please be aware, this only forms a very small part of our curriculum and specific sequences of lessons are taught the 'Changing Me' puzzle (unit) in years 4, 5 and 6:

- Year 4 - Having a baby
- Year 5 – Conception and the creation of new life
- Year 6 - Conception to birth

The Jigsaw PSHE lessons that we follow aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six puzzles (units), each with six lessons that are taught by the class teacher:

- **Being me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

These are sequenced from the beginning to the end of the school year. The 'Relationships' and 'Changing Me' puzzles are always taught in the Summer Term

► **What will my child actually be taught about puberty and human reproduction?**

- Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning.
- Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home.

Post Box

It is best practice to use the 'post box' technique or within Changing Me lessons.

Children they can use the post box if they wish to ask a question, or are worried about something. This technique allows the teacher to support any children who have concerns, and also gives 'thinking time' so that the children's questions can be answered age-appropriately in the next lesson.

Children can choose whether to identify themselves on the questions or not, and teachers should make it clear that the Post Box is PRIVATE.

➤ **Managing awkward/tricky/sensitive questions**

- 1. *Decide whether or not it is appropriate to answer the question in the classroom i.e. is it age-appropriate? (Keep within the remit of your year group's learning intentions as this is what has been agreed with parents/carers)*
- 2. *Think about what might be behind the child's question i.e. why have they asked it? This may affect how you answer it.*
- 3. *Keep the answer very simple - children only need to know the answer to their question not the contents of a biology textbook!*
- 4. *Keep it factual*
- 5. *If questions cause you concern, think about how you deal with it e.g. refer to safeguarding lead/ refer to parent/carer*
- *Having pre-prepared answers*

1. Unique Me

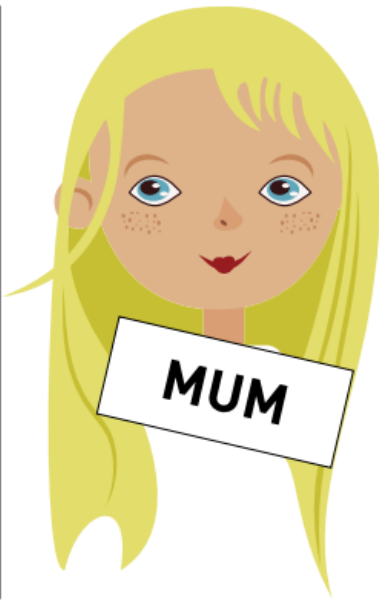
I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm

I appreciate that I am a truly unique human being

Lesson 1

Give the children this amazing fact about genes. Each tiny cell that make up our body contains 25,000- 35,000 genes. Our bodies have many trillions of cells. Genes carry the information that give us our characteristics (traits). We get half our genes from our birth mother and half our genes from our birth father. The father's genes decide whether the baby will be male or female.

Show a picture of yourself with a parent or parents and briefly discuss some of the characteristics you have inherited. These may be physical such as eye or hair colour, or maybe to do with your personality, such as being patient or generous.



Child 1

➤ Lots of discussion about how what we inherit from family members

2. Having a Baby

I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby

I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult

Lesson 2

With the class in a circle, point out that to make anything new it requires the right ingredients and the right conditions. Which of the four things in the game is the most special and important thing to make?

Ask the children to work in talking partners and pose two questions for a brief discussion:

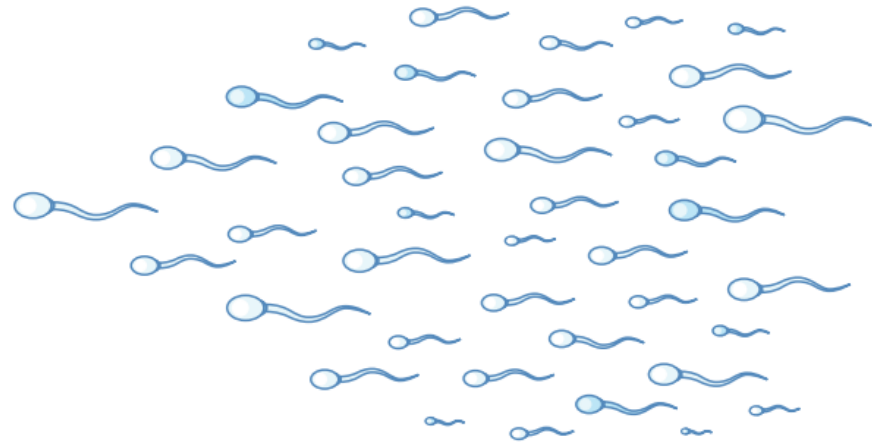
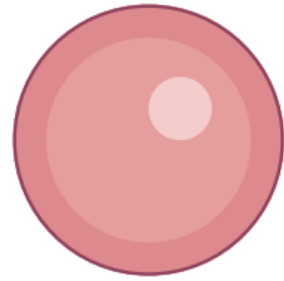
- What do you think are the reasons why people might choose to have a baby?
- What do you think might be difficult about looking after a new baby?

After 3 minutes take some feedback and bring out the idea that having a baby is both a great joy and a big responsibility, and that is why many people wait until they have a loving and stable relationship in which to care for the baby. Point out that it has always been a natural human instinct to want babies; if not, none of us would be here! Explain it's a choice people make, and some people choose not to.

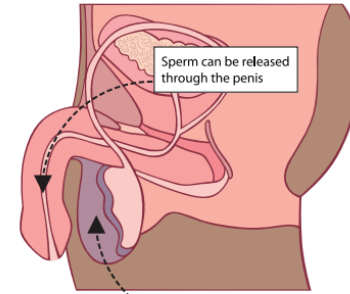
➤ The following simple 'script' suggests an approach to telling the story from this point on for children of this age.

➤ It's amazing how a baby starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grownup man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.

➤ **People refer to this as 'making love' or 'having sex' or sexual intercourse (children will probably have heard these expressions before, but may not really understand what sexual intercourse really means) It's an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb/ uterus into the tubes that lead from the ovaries. If they meet an egg/ ovum there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks/(9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.**



Jigsaw

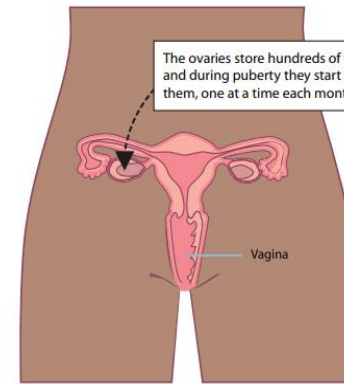


Sperm can be released through the penis

The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing

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Jigsaw

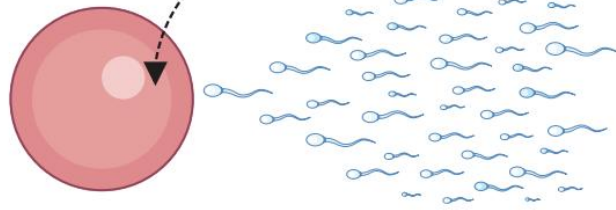


The ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month

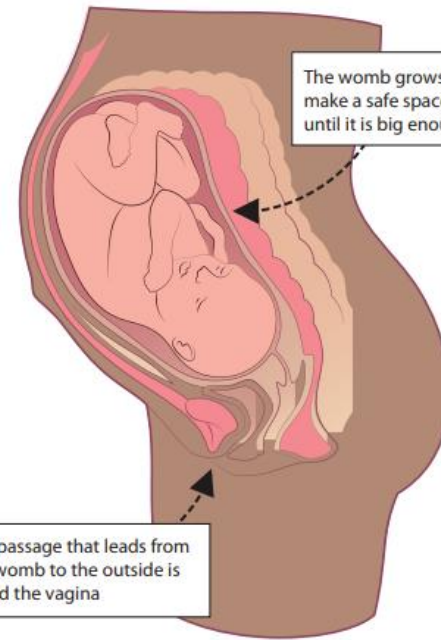
Vagina

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When one of these ova joins with a sperm it will start to grow into a baby



The womb grows and gets ready to make a safe space for a baby to grow until it is big enough to be born



The passage that leads from the womb to the outside is called the vagina

3. Girls and Puberty

I can 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

I have strategies to help me cope with the physical and emotional changes I will experience during puberty

➡ Lesson 3

- ➡ Remind the children of the word 'Puberty' invite some suggestions about what it means, and clarify as necessary.
- ➡ Then use a set of the 'How do I feel about puberty?' cards for a circle round: fan out the cards face down, ask a child sitting next to you to choose one, read it out and complete the sentence stem according to their own thoughts and feelings. Emphasise that there are no right or wrong answers and that anybody has the right to pass if they don't have anything to say. The first child then offers the cards face down to the child next to them, and so on round the circle. Draw this together by pointing out the variety of feelings people have about puberty and growing up - some positive, some negative, some uncertain - and the sources of support that may have been mentioned.

- Bring out your 'bag of tricks' - a cloth bag deep enough for the contents not to be seen, with a collection of items related to puberty and growing up: e.g. deodorant (boy and girls products), spot cream, hair gel, comb, diary, teenage magazine, smart phone, iPad, bra, shaving foam, sanitary towel, tampon, pant liner, etc. Invite children or Jigsaw Jaz one at a time to come up, pull out an item, say what it is and place it on the floor in the middle of the circle. If they don't know what an item is, invite other children in the circle to say if they know. Reassure that this is new information for everyone and that it's OK to not be sure about some of these items.
- When all the items are revealed, go through them and briefly discuss how each relates to an aspect of growing up. Finish with the items of sanitary wear and ask children to say what they know already about what these are and what they are for.
- Introduce the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls/ people who are born female; and to understand it we have to think back to what we were learning about last lesson...

Changing Me

How Do I Feel About Puberty? - Ages 8-9 - Piece 3

One way my body will change during puberty is...

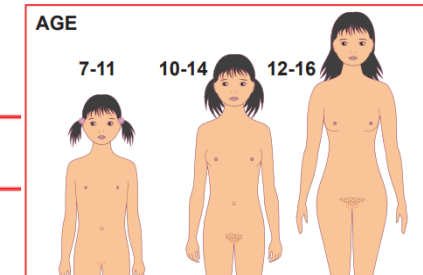
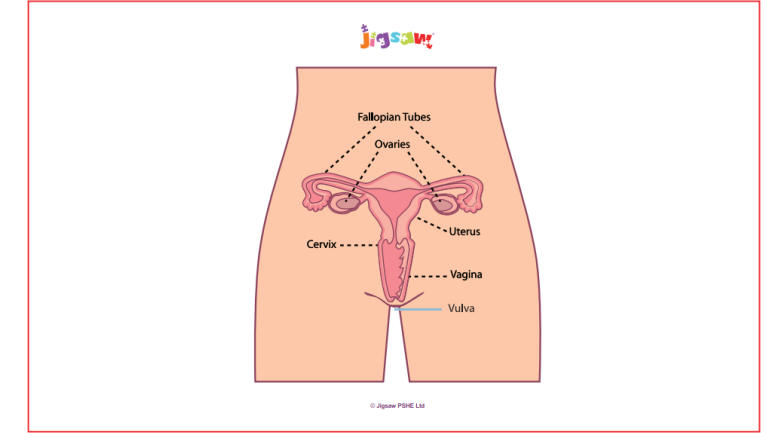
I'm looking forward to being a teenager because...

Something that worries me about getting older is...

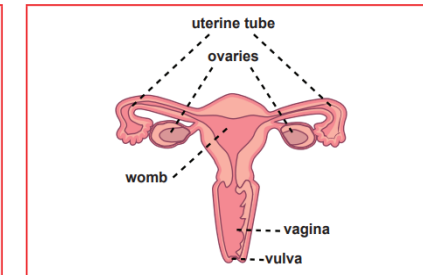
What I like about being the age I am now is...

The trouble with being the age I am now is...

Compared with my friends, I think the rate at which I'm growing is...



A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

4. Circles of Change

Puzzle Outcome: Circles of Change

I know how the circle of change works and can apply it to changes I want to make in my life

I am confident enough to try to make changes when I think they will benefit me

➤ **Lesson 4**

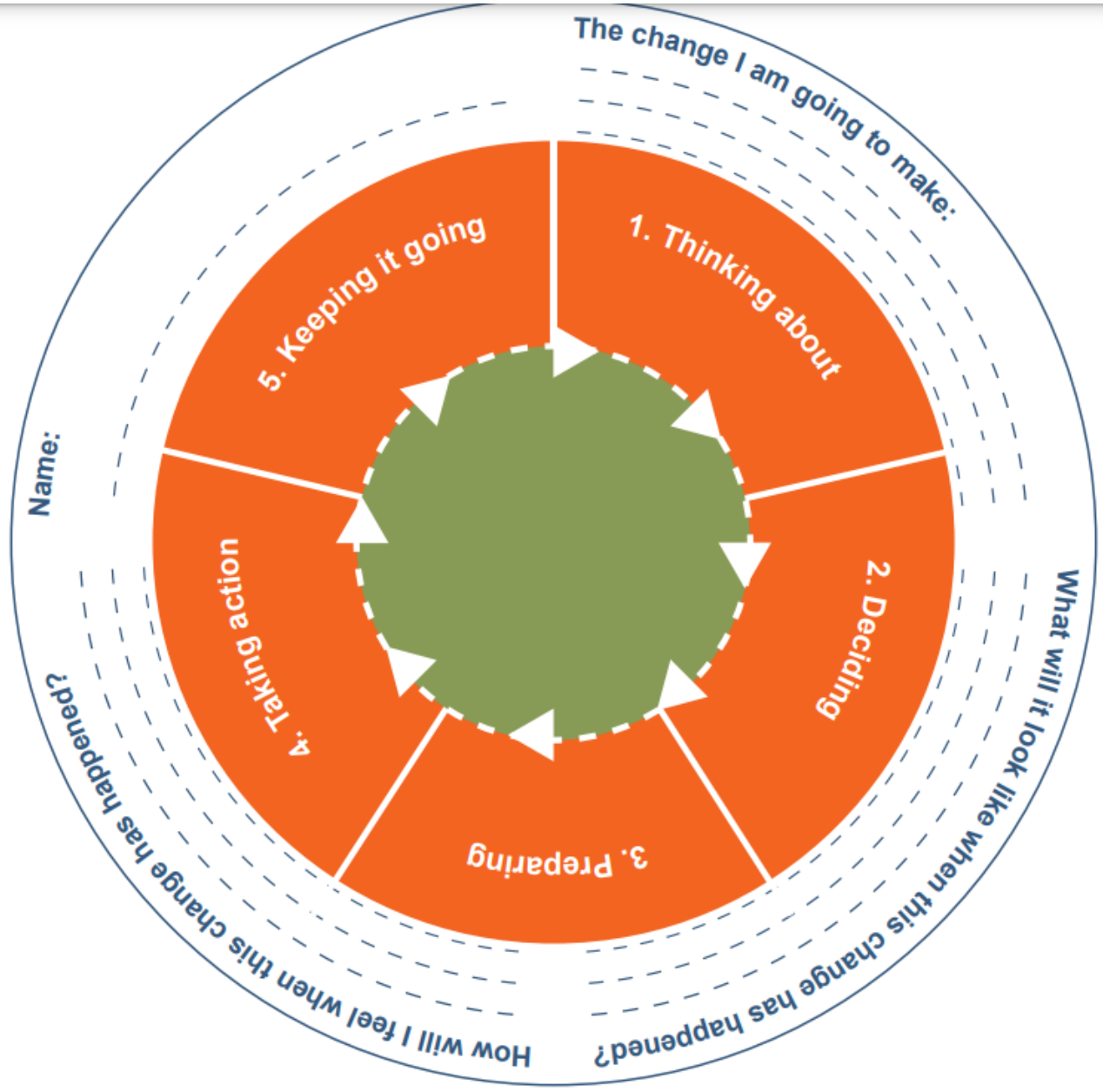
- *Seasons of change. Show the children four pictures: a tree in four different seasons. Ask the class to put the pictures in order and to discuss the questions:*
- *• What started the process of change for the tree? What happened in each stage of the change? • Did the tree have any control over the changes that were happening to it?*
- *Take feedback from the children In pairs, ask the children to briefly discuss a change that has happened to them already. Did they have any control over the change?*
- *Draw out that some changes we can control and some we can't. Discuss that many people find change difficult, especially when the change is something unpleasant or unwanted. Say that we can do things to help us manage change so that we cope with the change better.*

Changing Me

Sofia and Levi PowerPoint Slides 3-7 - Ages 8-9 - Piece 4



One day after school, Sofia and Levi were called into the kitchen by their Dad who wanted a chat. Their Dad said he had met a new girlfriend and he wanted to get married to her. Their mum had left when they were little, so Dad had always looked after them on his own. Dad said his girlfriend was called Maria and she also had two children, so they would be one big happy family. Levi and Sofia weren't so sure. They liked having Dad to themselves. Dad said he didn't want to rush anything and said for now he just wanted them to get used to the idea and **think about it** for a while.



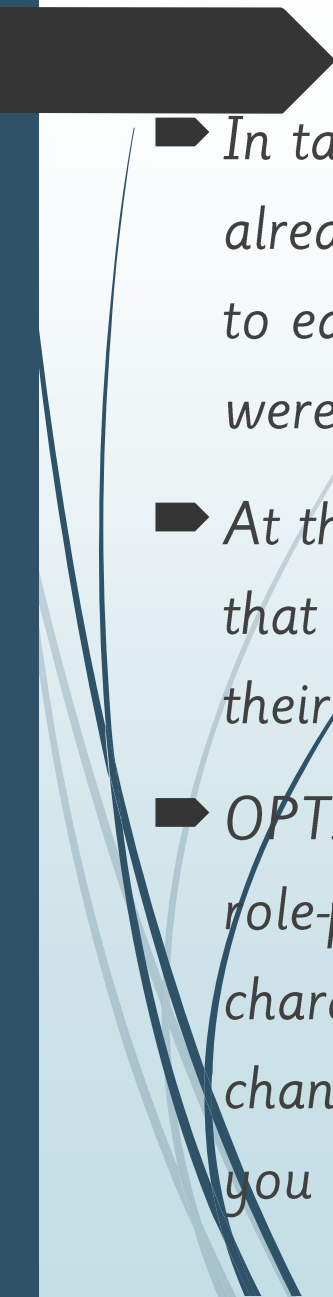
5. Accepting Change

I can identify changes that have been and may continue to be outside of my control that I learnt to accept

I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively

► Lesson 5

- Share the PowerPoint slides of environmental change. Ask the children to think about these pictures and discuss their ideas with their talking partner:
- • Why do these changes happen?
- • Do human beings have complete control over these changes? Ask for feedback and their ideas. Draw out from the children the idea that humans can influence nature for good or ill, but humans do not have complete control over nature. How easy is it for the children to 'accept' the changes in the planet which seem outside of their control? What would they like to do about it?

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- In talking partners, children write a list of six changes that have happened in their lives already that they did not have control over, i.e. that they could not stop from happening. Next to each of the changes, children write two words to describe how they felt when these changes were happening.
 - At this point, invite the children to share their ideas and help them to understand that changes that are outside of our control often cause us fear or anxiety. Ask the children to return to their lists and discuss how they managed to cope with these changes.
 - **OPTIONAL:** If there is time, invite the children to choose one of the scenario cards and to role-play the situation. Can they create a freeze frame and then 'hot-seat' the different characters? Encourage the children to ask questions about: How the character feels about this change? How they will cope with the situation? What bits can they change/not change? Have you 'accepted' that this change will happen to you or are you wishing it wouldn't?

Move house

Best friend moves away

Start a new school

Have a baby brother

**My body starts to change
in puberty**

My pet dies

**Go on a plane for the
first time on holiday**

**Your best friend says they don't
want to be friends any more**



Changing Me
Environmental Change - Ages 8-9 - Piece 5





Letter sent out from headteacher

