

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 Parents and carers have the right to request their child is withdrawn from these specific lessons.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. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Post Box

It is best practice to use the 'post box' technique or 'ask it basket' 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?*
- *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*
- *6. Having pre-prepared answers.*

Pieces	PSHE learning intention	Social and emotional development learning intention
1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem

Lesson 1

Facts About Fashion' PowerPoint slide with the class and ask for the children's comments.

Draw out in the discussion why they think people spend so much time and money on how they look. Include peer-pressure, the impact of social media and the internet, and the 'pressure' to have a girlfriend/ boyfriend and how they are 'supposed to look/ behave' to be attractive.

Are there more helpful and productive ways we can 'measure' ourselves than just appearance?

Relate the discussion back to the Connect us game and explain that we need to make choices on how we spend our time and money.

Emphasise the importance of money and time spent for personal hygiene reasons, but we also have a choice on how much extra time and effort we put into how we look, and thinking about how we look, once we have ensured that we are clean and tidy.



If I had some money given to me I would rather...

- A) Spend it on fashionable clothes/items to be like my friends e.g. trainers, sportswear
- B) Save it
- C) Buy something for a friend or relative
- D) Spend it on a game or toy



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It is estimated on average a woman will spend at least £12,000 (that's equal to 15,000 US dollars/ 13,000 Euros) in her lifetime on beauty products and make-up.

Men tend to spend more on fashionable clothes than women (although the gap is narrowing)

The beauty industry makes at least 500 billion US dollars every year (about £400 billion/ 450 billion euros)

It is estimated that at least 24 million cosmetic surgery procedures (e.g. face lifts, liposuction, implants) happen each year in the world and the number is rising every year. This includes men and women having the surgery.

The 'average person aged 15-30' is estimated to spend at least 8 hours a week on their appearance before they leave the house.

Many products are still tested on animals to make sure they are safe for humans.

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2. Puberty

I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally

I can express how I feel about the changes that will happen to me during puberty

► Lesson 2

- Give each child a copy of the Growing-Up Bingo cards. Explain that they need to move around the room, find someone who can say yes to any of the questions on the card and write their name in the appropriate space.
- Use the PowerPoint slides showing girl to woman and boy to man, and the animations (The Female/Male Reproductive Systems) to reinforce learning. As the children should have seen the animations and PowerPoints in prior years, (unless it is the first time using Jigsaw) you should be able to recap quite easily.
- Puberty Flashcards now is the time to show and explain the words that maybe new to the children. This includes, ovulation, masturbation and clitoris. Masturbation can be simply explained as a time when a person touches their own private parts for pleasure. Stress this is perfectly normal and it is a very PRIVATE thing to do. The clitoris can be explained as the part of a woman's sexual organs that gives her nice feelings when having sex and when masturbating.

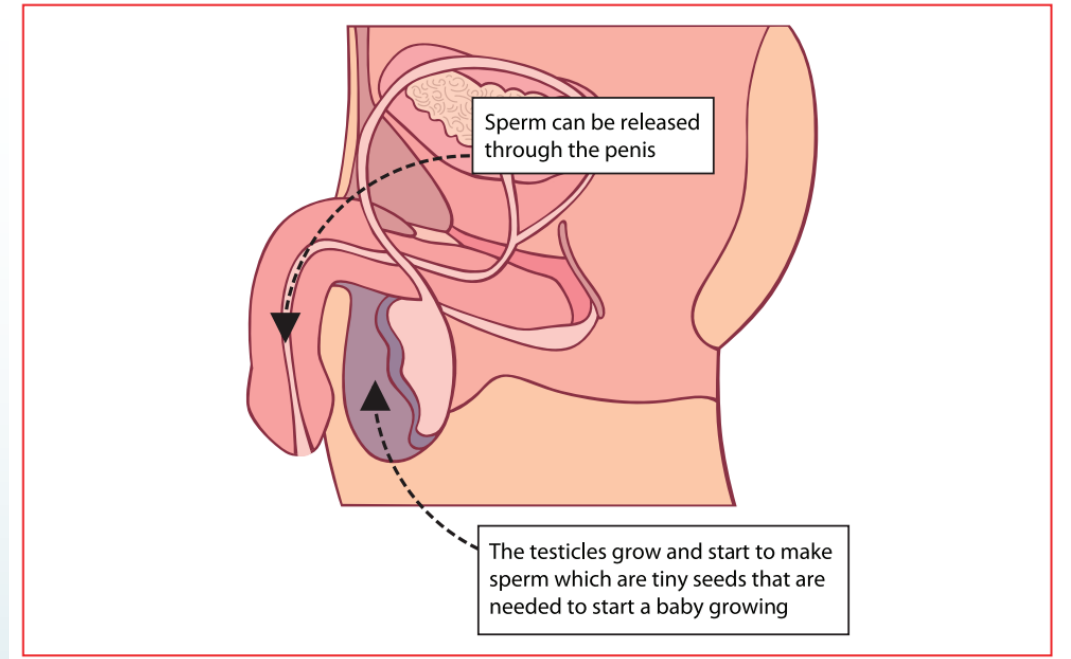
Pubic Hair

Voice Breaks

Menstruation

Semen

Resources used in classrooms



If you get spots during puberty it's because you have a bad diet.

Myth! The changes in hormone levels in your blood mean you're more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.

Girls get hairy legs, just like boys do.

Truth! Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since they often shave their legs because they think they look better without hair.

A girl should avoid having baths when she has a period.

Myth! Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.

Most boys have wet dreams at some time during puberty.

Truth! Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there's nothing wrong with it.

Lesson 3

3. Babies: Conception to Birth

Assessment Opportunity 📌

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

I can recognise how I feel when I reflect on the development and birth of a baby

Invite the children to consider what it must have been like for all of us when we were tiny and curled up in the womb like that. Take this further by playing the 'Baby Can...' game: with the class seated in a circle, hand out the 'Baby Can...' cards, one to each child, telling them to make sure that only they see what is on their card. There are 30 cards in all: if your class size is greater than that, ask one or two of them to work as pairs. In turn round the circle, each child reads out the statement on their card, 'When I was a baby in the womb I could...' and the rest of the class say whether they think this is true or not (perhaps by a show of hands or standing up for true and sitting for false).

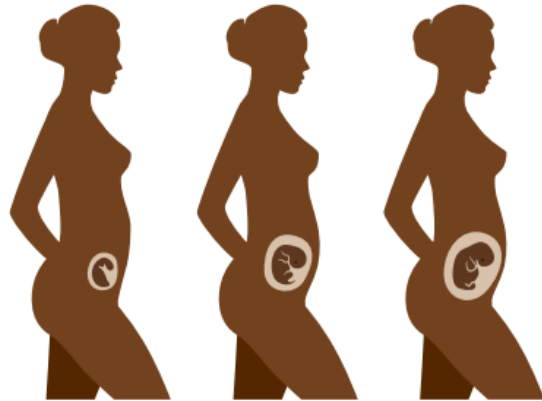
The Conception to Birth Card Sort template provides a model for this activity, with pictures provided for the first and last stages.

If time allows, the children could cut up their sets of cards and exchange them, to see how quickly they can sort each other's cards into the correct order.

Changing Me

Baby Developing in the Womb PowerPoint Slides 1-3 - Ages 10-11 - Piece 3

Slide 1



Changing Me

'Baby Can...' Cards - Ages 10-11 - Piece 3

When I was a baby in the womb I could wave my hands about

TRUE

When I was a baby in the womb I could smile and laugh

FALSE

When I was a baby in the womb I could kick my feet

TRUE

When I was a baby in the womb I could breathe

FALSE

When I was a baby in the womb I could suck my thumb

TRUE

When I was a baby in the womb I could make gurgling noises

FALSE



Changing Me

From Conception to Birth - Ages 10-11 - Piece 3

head	body parts	umbilical cord		vaginal opening	
fertilises	labour	belly	fluid	placenta	midwife
contractions		hair	embryo	womb	belly button
cervix	pregnancy	heart	blood		

Find the right words in the box below to fill in the gaps in the story

1. Life begins when a sperm joins with an egg in the fallopian tube and _____ it so that it starts to grow into a baby.
2. The fertilised egg starts to divide from one cell to two, then four, then eight and so on, and the growing cluster of cells travels down the tube towards the mother's _____.
3. The ball of cells settles into the soft lining of the womb, which has thickened with an extra supply of _____ to provide oxygen and food for the baby.
4. As the cells continue to divide some of them form into the tiny beginnings of the baby, and some form a fleshy plate called the _____ which attaches the baby to the wall of the womb.
5. The placenta collects oxygen and food from the mother's blood and passes them to the growing baby through the _____.
6. After a month the baby is about the size of a grain of rice; while it is very tiny the baby is called an _____.
7. For the first 12 weeks the baby grows slowly but it gradually forms all its body parts: after only 6 weeks it already has a tiny _____ which is beating.

Resources used in classrooms

4. Boyfriends and Girlfriends

I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend

I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

Lesson 4

Explain that the words on the cards are to provide possible endings to the sentence 'You might want a boyfriend/girlfriend because...' Some are good reasons and some are not!

Each group then arranges the cards they have been given in a diamond formation, prioritising them from the best and most important reason at the top, to the worst and least appropriate reason at the bottom.

After the sorting exercise go to each group and ask for feedback about why they prioritised the cards as they did. Were there any differences in how the girls and boys sorted the cards? If there are, why is this? Are boys under different 'pressures' compared to girls?

Draw out that the negative reasons on the cards come from a 'pressure' to be in a romantic relationship. Ask the children where they think this pressure comes from? e.g. media, peers, social standing, popularity, etc. Is it the right thing to 'give in'

Changing Me

Diamond 9 Cards - Ages 10-11 - Piece 4

You are physically attracted to them

You are the only one in your group without one

Have a boyfriend/girlfriend at the age of 10

Text 'I love you' to your boyfriend/girlfriend

Sulk until you get what you want from your boyfriend/girlfriend

Make fun of somebody's looks and say they'll never get a boyfriend/girlfriend

You like the attention they give you

You enjoy their company

Chat to your parents about a boyfriend/girlfriend worry

Criticise yourself for not having a boyfriend/girlfriend

Send a 'sexy' photo or text to prove you love somebody

Have a boyfriend/girlfriend at the age of 15

Tell someone that you'll only go out with them if they do something you want

Chat to a friend about a boyfriend/girlfriend worry

Accept other people's compliments about you

Look online for advice about boyfriend/girlfriend problems

5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
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➡ Lesson 5

- ➡ *Ask the children how these images make them feel? From the conversation draw out that we are exposed to images of 'ideal bodies' in the media and in the shops. Use the shop mannequins as an example as these are rarely made with accurate measurements that reflect a 'real' body shape, they are designed so the clothes look attractive and hang properly in shop displays. Explain that 'body-talk' (how we look) is very common between friends, family members and we even 'body-talk' to ourselves when we look in the mirror. 'Body-talk' is used for all sort of reasons but it mostly results in people feeling that appearance is more important than other things about themselves. e.g. Those jeans make you look thinner, look how I've toned up, what do you think of my latest photo on Instagram? etc.*

Jigsaw



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6. The Year Ahead

I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

I know how to prepare myself emotionally for the changes next year.

Lesson 6

- Show the PowerPoint slide of an inflatable bungee run and, in talking partners, ask the children to suggest ways in which the bungee run is a symbol of them starting their next year in school. (In some schools, children will be moving to secondary education, if this applicable, make this question appropriate to changing school). What could the bungee run mean? (They are looking forward but maybe are being held back by some fears or concerns like the bungee cord around their waist.)
- In some schools for the children to get a piece of their uniform signed. If this is what you do in your school, ask the children to also include reflections on their best moments and memories. Put them in groups so they can reflect together and remind each other. Also ask them to include some of the things they are looking forward to next year.

Questions

If you have any questions please write them on the post it notes and all answers and the presentation will be attached to the year 6 RSHE curriculum page this week.

Alternatively, if you have any questions you can email year5@uplandsmanor.sandwell.sch.uk