



**Goresbrook School**  
The best in everyone™  
Part of United Learning

# Jigsaw: Sex and Relationships Education

## Year 4



# Why teach SRE?

- + To protect our young children against exploitation
- + To ensure only correct information is shared in a safe, secure and sensitive way
- + Start of puberty much younger
- + Ensure children are not misinformed
- + Safety on the internet



# Why Jigsaw?

- + Provides lessons that promote engagement between students
- + Encourages varied teaching strategies to accommodate the different learning styles in the classroom
- + Gradual build up of information and knowledge
- + Age appropriate
- + Not explicit



# Government guidance

**'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.'**

**'We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role.'**

**(Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019)**



# Your concerns regarding SRE

**My children are too young to learn about sex and sexual relationships**

- + Gradual build up of information and knowledge
- + Always age appropriate and not explicit
- + Helps to protect children from exploitation
- + Based on the emotions of growing up, puberty and respecting our bodies



# Your concerns regarding SRE

**It is not in my culture.**

- + Within all of our cultures, it is important to support our child's physical, emotional and moral development
- + Jigsaw helps them to understand themselves, respect others and form and sustain positive and healthy relationships





# What can SRE do for your children?

**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**

**To make informed choices when considering any age-appropriate relationship, to keep themselves safe**



# SRE in Year 4

- + Challenging assumptions
- + Judging by appearance
- + Accepting self and others (being unique)
- + Understanding influences and peer pressure
- + Understanding bullying including the role of the bystander
- + Problem-solving in relationships
- + Identifying how special and unique everyone is
- + First impressions
- + Working in a group
- + Celebrating contributions of others
- + Healthier friendships and group dynamics
- + Assertiveness and celebrating inner strength
- + Jealousy
- + Love and loss
- + Memories of loved ones
- + Getting on and falling out
- + Girlfriends and boyfriends
- + Showing appreciation to people and animals
- + Having a baby (Simple explanation of conception)
- + Girls and puberty
- + Boys and puberty
- + Confidence in change and accepting change





Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	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	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	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	Making Things cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz's Post box (from last lesson), Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	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	How do I feel about puberty?' cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' – a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/ or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	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	Jigsaw Song: 'A New Day', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures, Sofia and Levi PowerPoint, Circle of Change diagram/template, Split pins, Cardboard arrows, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	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	Emotions cards, PowerPoint slides of environmental change , Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this	Jigsaw Jaz, Jigsaw Chime, The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw Jaz's post box, Circle of Change templates, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

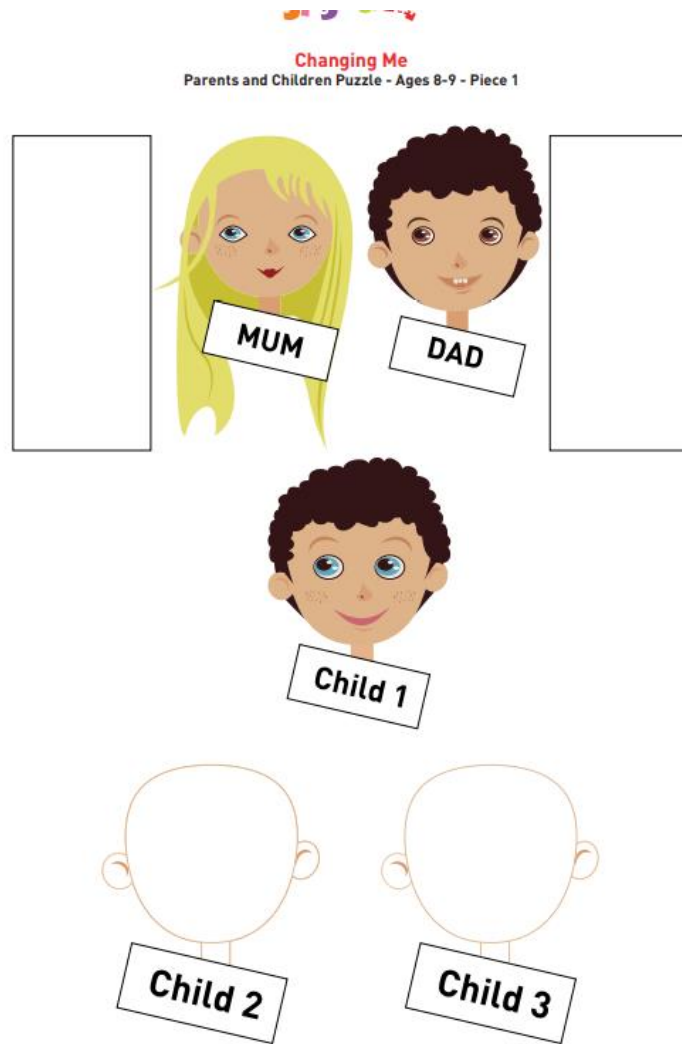


# SRE in Year 4

## Piece 1:

Children to play a game involving pairing kittens with who they believe is the mother cat.

Make the point that, as humans and children, we have some characteristics that are clearly from our parents but some characteristics that are unique to us. Explain that our characteristics come from the genes our parents pass on to us.



# SRE in Year 4

## Piece 1:

Children will be taught that 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.

Teacher will show a picture of themselves with a parent or parents and briefly discuss some of the characteristics they have inherited. These may be physical such as eye or hair colour, or maybe to do with personality, such as being patient or generous etc.

A cake	An oak tree	A new car	A baby
Flour, eggs, sugar, butter and other ingredients	An acorn	Wheels, an engine and a metal body	A sperm
A baking tin	Rich soil full of nutrients and water	A factory full of machinery	An egg
A hot oven	Space to grow and spread its branches	Workers to make the parts and put them together	A mother's womb to grow in
A cook with a recipe	Warmth and light from the sun	A driver to buy it	A family to provide love and care

# SRE in Year 4

## Piece 2:

The children will discuss babies, and the different 'ingredients' that are needed for a baby to be conceived.

Teacher shares the following story:

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. 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.



# SRE in Year 4

## Piece 2:

Children to watch the following animation: Female reproductive system.

Task: The children will be asked to imagine a visiting alien from a planet where there is no difference between male and female.

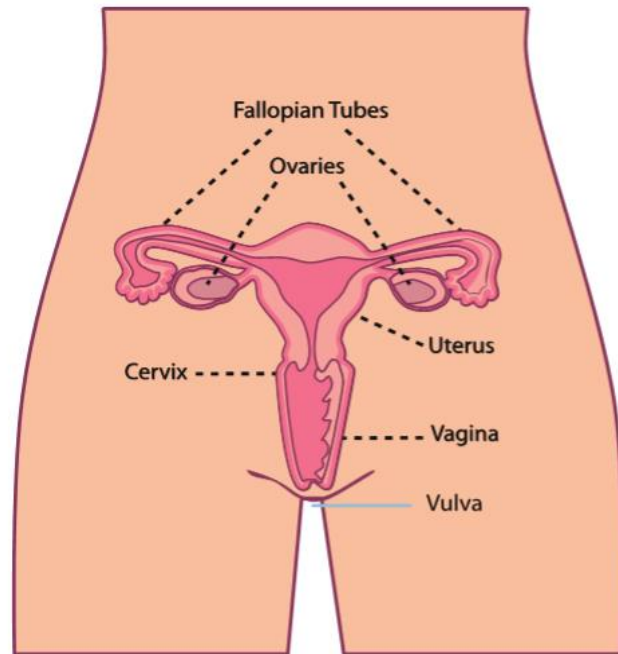
In pairs, they will prepare a simple fact file in their Jigsaw

Journals with a few bullet points for the alien, explaining the physical differences between male and female humans, using the correct vocabulary, and saying why we need these differences to make a baby.

Bring the class back together and show some of the children's work.

Clarify any questions or misconceptions that arise.

Finish by reminding the children that Jigsaw Jaz has a private post box where they can put questions any time if there are things they not sure about, or they may want to talk to their parents/carers about it.



# SRE in Year 4

## Piece 3 (Girls and boys separate):



The children will be introduced to a bag full of many 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.

When all the items are revealed, the teacher will go through them and briefly discuss how each relates to an aspect of growing up. They will 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.

The children will be introduced to the word 'menstruation' (literally meaning a monthly event) and the teacher will explain that 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 in the last puzzle piece.



# SRE in Year 4

## Piece 3:

The children will watch the animation, from the previous session, again.

Discuss key points: When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.

Once a month, one of the tiny eggs (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/ uterus.

If the egg (ovum) meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception.

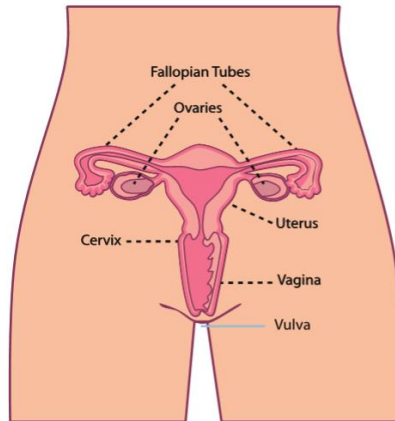
Every month the womb/ uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need.

If an egg is fertilised it settles into this soft lining of the womb/uterus and develops into a baby. If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.

Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.

Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.

The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.



# SRE in Year 4

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...

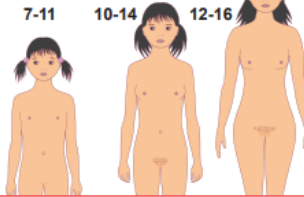
Compared with my friends, I think the rate at which I'm growing is...

When something's bothering me I can always talk to...

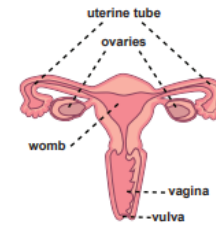
When I start growing hair in new places, I might feel...

One way I can look after my body as I get older is...

AGE

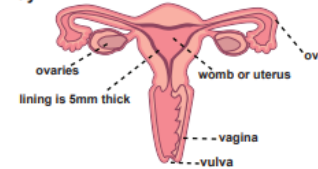


A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



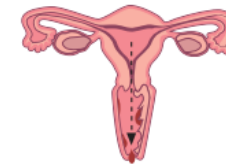
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

Day 21



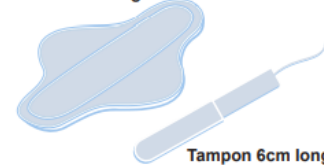
However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.

Menstrual Flow



If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.

Towel - 20cm long



Tampon 6cm long

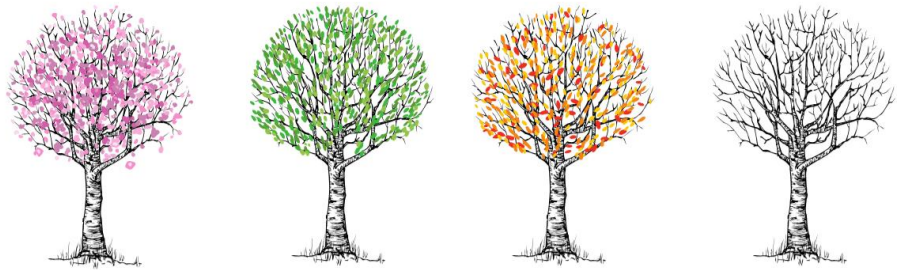
Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.



The amount of blood leaving the body varies from person to person but on average it's about two tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

# SRE in Year 4

## Piece 4:



The children will be shown 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?

# SRE in Year 4

## Piece 4:



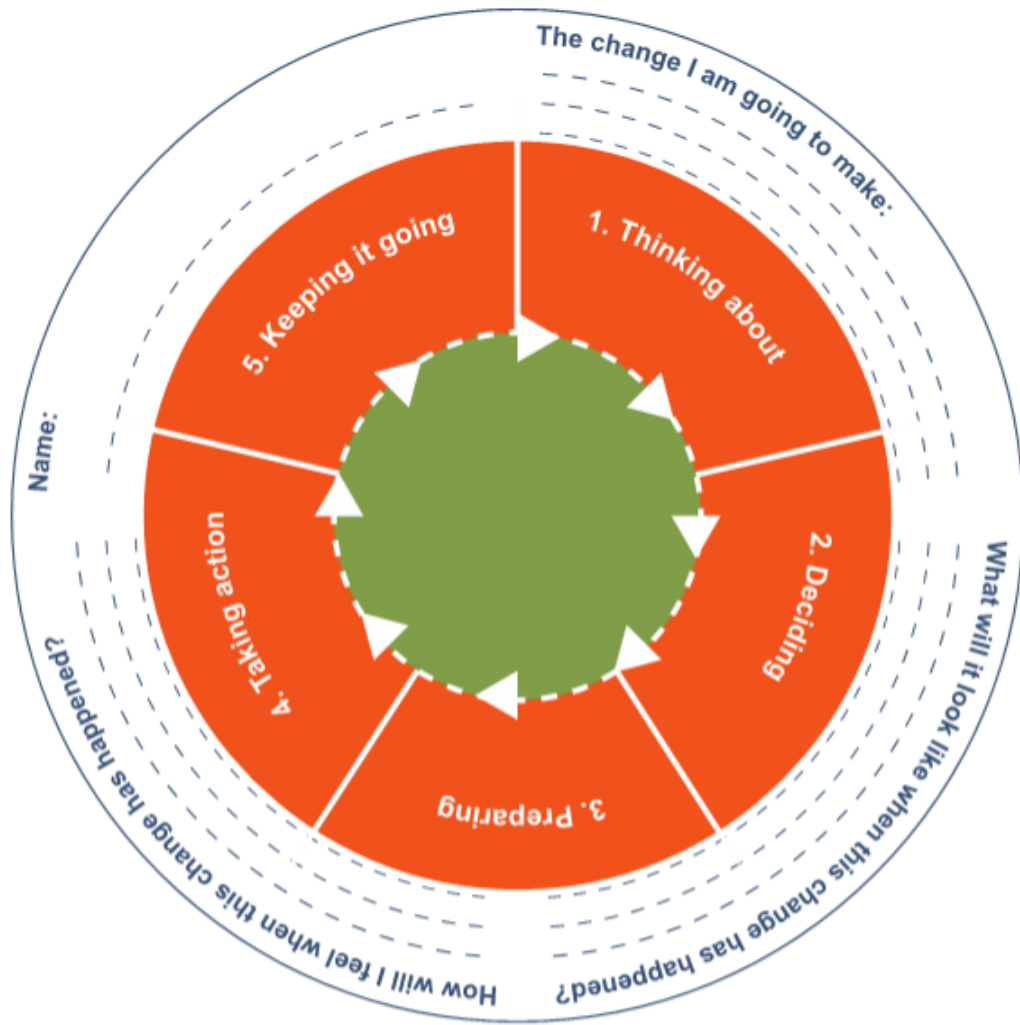
The children will be told a story about two children called Levi and Sofia. They will be told that Sofia and Levi's life is about to change because their father has a new girlfriend. Throughout the story, two different families grow closer and eventually their father marries his girlfriend and they become one, big family.

# SRE in Year 4

## Piece 4:

The children, and class teacher, will use the 'circle of change' wheel to think about the emotions of the characters and now they coped with their new changes.

In pairs, the children will be invited to think of a change they would like to make in school during the next academic year and to think this through using the Circle of Change model. Children will help each other and then individually complete their own Circle of Change template with their thoughts and the process they will go through at each step.



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

# **SRE in Year 4**

## **Piece 5:**

Children will be introduced to a range of situations. They are to think about how these situations would make them feel, if they were happening to them.





# SRE in Year 4

## Piece 5:

Children will be shown pictures 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?

Children will reflect on the idea that humans can influence nature for good or ill, but humans do not have complete control over nature.

Discuss 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?

# SRE in Year 4

## Piece 5:

Scared	Empty
Peaceful	Happy
Sad	Nervous
Proud	Excited

In pairs, children will 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 will write two words to describe how they felt when these changes were happening.

At this point, the children will be invited to share their ideas and help them to understand that changes that are outside of our control often cause us fear or anxiety.

Children will reflect on how they coped with managing these changes and will Ask the children to return to their lists and discuss how they managed to cope with these changes. Ideally, children will begin to understand that whilst they do not have control over some changes, they do have control over how they approach and handle these. This should alleviate the fear of change

# SRE in Year 4

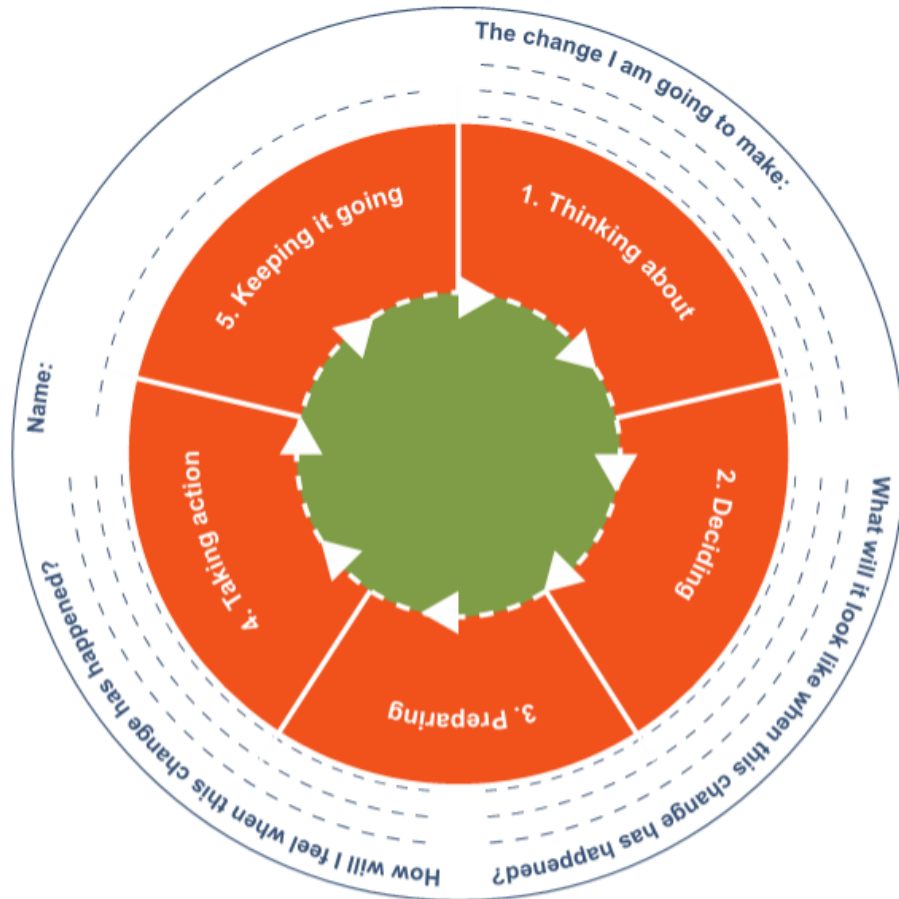
## Piece 6:

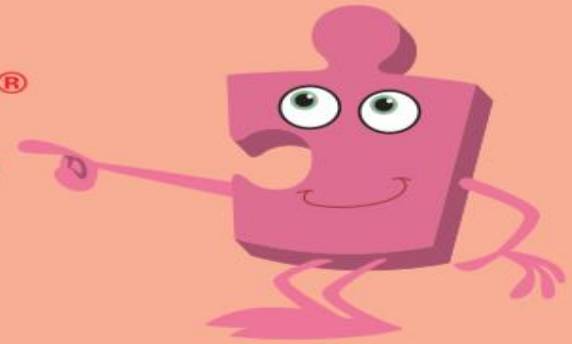
In talking partners, the children will make a list of the changes they think might happen to them during the next school year (or beyond if that is appropriate).

These might be personal changes e.g. moving house, or having a new baby in the family; or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc.

They could also include changes they want to make for themselves e.g. getting better at Maths, trying not to fall out with friends, etc.

Each child chooses one of the changes they think is very important to them and highlights it on their list. On a Circle of Change template, children show the process they will go through to make their highlighted change happen, or to manage a change that is coming.





## Changing Me

Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: ..... Date: .....

# Questions?

