



Goresbrook School
The best in everyone™
Part of United Learning

Jigsaw: Sex and Relationships Education

Year 5



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



What is the difference between KS2 Science and PSHE/SRE?

Science

- + Describe the changes as humans develop to old age.

PSHE/SRE

- + Their self-esteem, self-confidence and how they develop as individuals.
- + Their management of a range of feelings and emotions and the feelings and emotions of others.
- + How to sustain their health, growth and well-being.
- + Coping safely and efficiently with their environment.
- + Initiating and sustaining mutually satisfying relationships.
- + Valuing and celebrating cultural differences and diversity.



SRE in Year 5

- + Cultural difference and how they can cause conflict
- + Racism
- + Rumours and name-calling
- + Types of bullying
- + Enjoying and respecting other cultures
- + Body image
- + Self-recognition and self-worth
- + Building self-esteem
- + Safer online communities
- + Rights and responsibilities online
- + Online gaming and gambling
- + Reducing screen time
- + Dangers of online grooming
- + SMARRT- Internet safety rules
- + Self and body image
- + Influence of online media on body image
- + Puberty for girls
- + Puberty for boys
- + Conception (Including IVF)
- + Growing responsibility
- + Coping with change



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Self and Body 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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Self-image cards, Emoji face classroom labels, Airbrushed images (teacher sourced), PowerPoint slide 'Self-image prompts', Frame card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty	Tennis ball, Jigsaw Chime, 'Calm Me' script, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals, Jigsaw Jez's post box, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways	Relationships Cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 9 cards, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez's post box, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Looking Ahead 1 Puzzle Outcome: Change Cards	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring	Jigsaw Song sheet: 'A New Day', Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Selection of pages from teen magazines, Flip chart paper, Paper or card for card designs, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Spinning top template, Circle of Change template, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

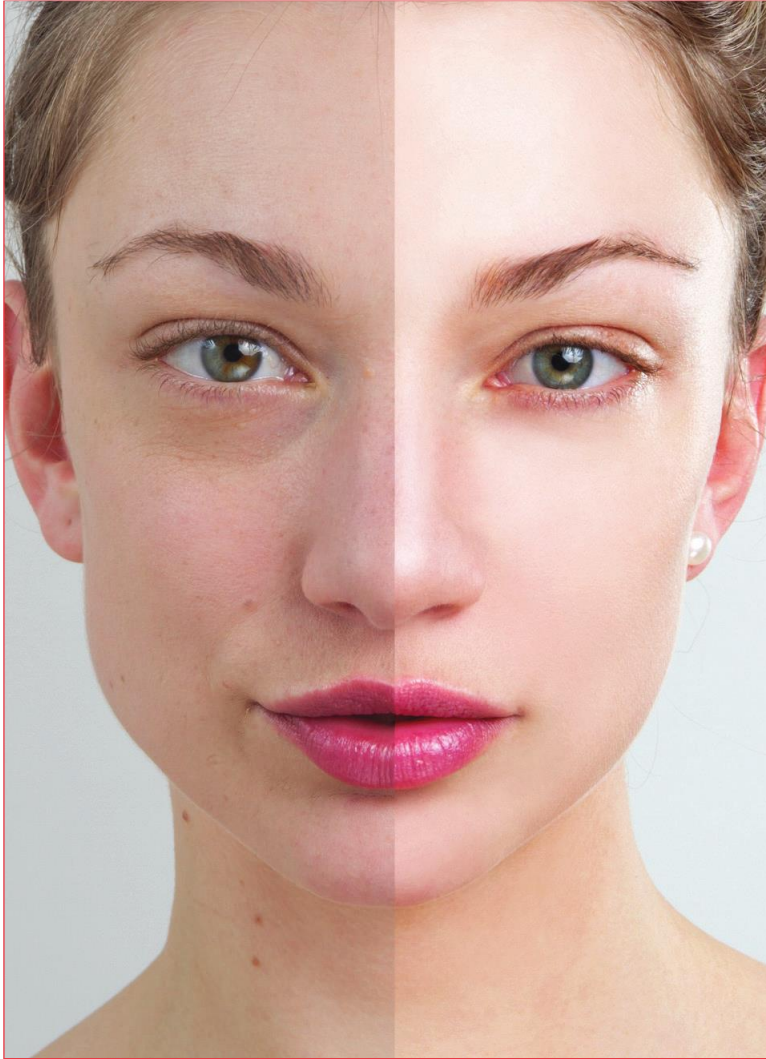
Worry postbox

All Jigsaw lessons:



Children will be told that there is going to be an anonymous post box in the room throughout their SRE lessons. If at any point they have a question, or worry, that they would like to ask anonymously, they can put it in the post box.

If a child asks a question that is not covered in their year group's SRE lessons, the children will be told that this is not something they will be learning about this year, but they will learn it when they are older and are ready to be introduced to that information. They will also be told that they can always speak to their parents about any of their questions, worries or concerns.



SRE in Year 5

Piece 1:

Children to discuss the topic of body image. They will look at a variety of images, and discuss whether they think images show positive or negative self-images.

Discuss the idea of photos being 'altered' and ask them whether they can tell the difference between before and after photos.

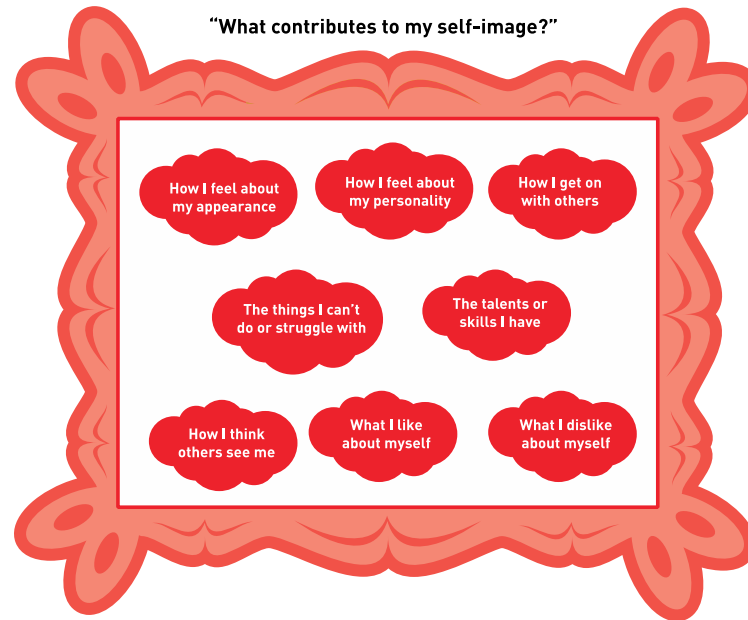
Children to discuss how images like this could make someone feel if they did not feel confident in their own self-image.

SRE in Year 5

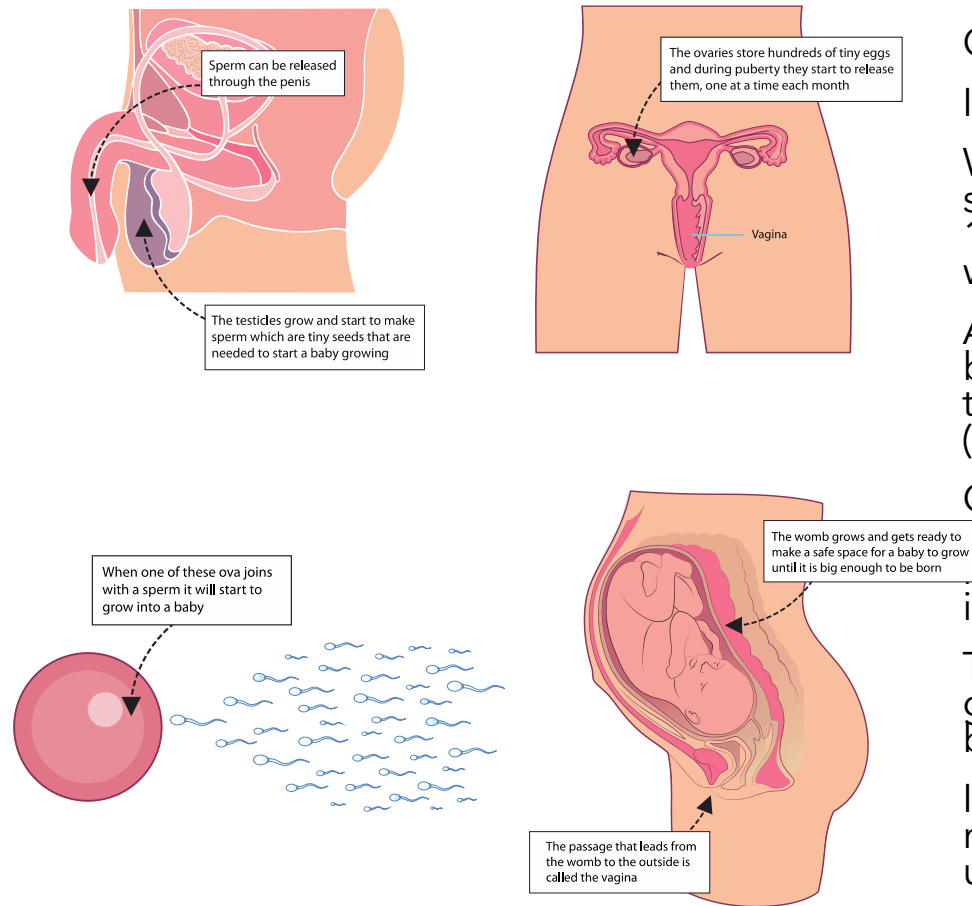
Piece 1:

Look at use of affirmations to help transform negative self image to positive.

Children to reflect on their own feelings about themselves. Children to understand that the better they feel about their own self image, the better their self-esteem will be.



SRE in Year 5



Piece 2: Boys and Girls are taught this information separately.

Girls puberty:

Children will be introduced to the following video.

Information that will delivered within the lesson:

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.

A female's reproductive system has five main parts (animation will be referred to). The vulva isn't labelled in the animation, but that is the name for the outside parts of a woman's private parts (genitals).

Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs (ova) stored there is released. It passes into the fallopian tube and then into the womb/ uterus. Oestrogen is a hormone (chemical) in the woman's ovaries.

The oestrogen also causes the womb/uterus lining to thicken getting it ready with an extra supply of blood in case the woman becomes pregnant with a baby.

If sexual intercourse happens between a man and a woman, the man's sperm is released into the woman's vagina and they travel up through the cervix.

SRE in Year 5

AGE

7-11 10-14 12-16

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 tablespoonsfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

Piece 2:

The children (girls) will discuss the following questions: Can you remember the facts about menstruation? Do you know what sanitary products look like and how they are used? What questions or worries do you think girls a bit younger than you might have when they think about puberty?

If the egg (ovum) meets a sperm, the egg will be fertilised and a baby will start to grow. This is called conception. The baby at this point is called an embryo. If an egg is fertilised it settles into this soft lining of the womb/uterus and the embryo 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. The same cycle (the menstrual cycle) repeats itself once a month. The exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.

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 5

On our journey to be adults, our bodies will change shape and grow bigger on the outside.

At the same time wonderful things are happening on the inside.

Boys have a bag of skin between their legs which holds the

These grow bigger and start to make, tiny seeds which are needed to start a baby.

When they are needed these seeds are released through the

Inside a girl, low down between her hips, are two

Stored inside these are lots of tiny

They start to be released, one at a time, into a tube that leads to the

This is a warm, safe space where a baby will grow if the egg joins with a sperm.

The womb is connected to an opening between the girl's legs by a passage called the

Ovaries	Sperm	Vagina	Testicles	Eggs	Womb	Penis
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I feel great about growing up because...

I feel a bit worried about growing up because...

Piece 2:

Tasks:

Part 1(Girls only) Using the range of sanitary products, (tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes), briefly explain to the whole class how these are used.

Part 2) Carousel of tasks (All children):

A.Menstruation card match/sequence game: children match the text to the pictures and work out the sequence.

B.The Great Growing Up Adventure: children to complete the worksheet

C (Girls Only). Menstruation Worries: children to write responses to the worries on the cards

D (Girls Only). Exploration of sanitary products and writing any questions they have about puberty and conception

SRE in Year 5

Piece 3: Girls and boys taught separately

Recap: Children throw a ball around a circle, and if they catch it they need to say a change that happens to either gender when they hit puberty.

Teacher to read a list of statements to children. They will be asked to say whether they agree or disagree with them. They will be told that there is no right or wrong to these answers, but it is a matter of opinion.

When it comes to puberty, boys have less to worry about than girls

It's better to be an early starter on puberty than a late starter

If you have a worry about how your body is changing, it's easier to talk to your friends than your parents or carers

Age 10 is too young for boys and girls to start going out together

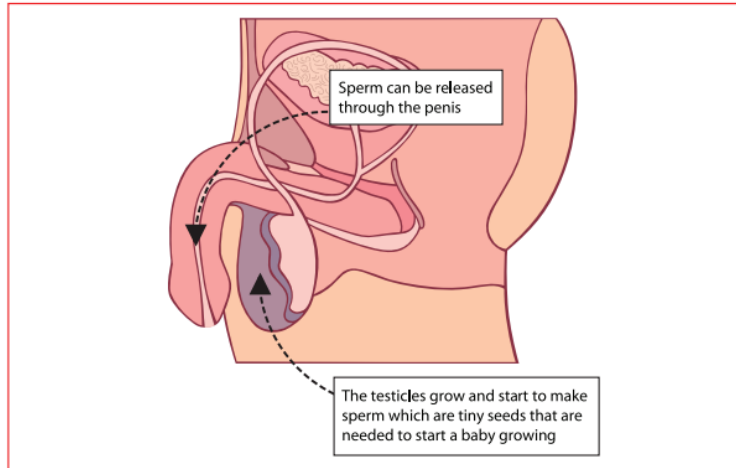
The thought of having babies when I'm older is very scary

If there's something you want to know but are embarrassed to ask about, you can always get reliable information on the internet

It's normal to start fancying people as you get older

When boys grow up they have to learn to be less emotional than girls

SRE in Year 5



Piece 3: Girls and boys taught separately

Boy's puberty: In this session the children will be introduced to the following animation.

When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.

At puberty, the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends.

The boy's sexual organs have 5 main parts (teachers will refer to the animation). It will be explained, to the boys, that the animation shows a circumcised penis (where the foreskin has been removed for medical or other reasons), and some boys have a circumcised penis. Other boys still have the foreskin which means the top part of the penis isn't so visible. Emphasise that whatever is normal for them, is normal for them. It is important to elaborate that everyone is different, and this includes the way their penis looks.

SRE in Year 5

Sperm	Two balls of tiny coiled tubes where sperm are made - they hang between a man's legs in a bag of skin called the scrotum
Semen	The release of semen from a boy's or man's body while he is asleep at night - it's a normal part of sexual development
Testicles or Testes	The voice box in the throat: for a boy this gets bigger at puberty and his voice becomes deeper
Erection	Chemicals in the bloodstream which tell various organs in the body when and how to change during puberty
Ejaculation	A period of rapid growth which can happen for boys and girls some time during puberty - can mean growing out of shoes and clothes very quickly
Larynx	When a man or boy's penis fills with blood and goes hard, usually because he's feeling sexually excited, but, when growing up, it can happen for no particular reason
Facial Hair	A milky liquid in which the sperm are mixed when they are released from a man's body through the penis
Growth Spurt	Hair that starts growing on a boy's face during puberty - if not shaved, it will grow into a moustache and beard
Hormones	The release of sperm and semen through the penis - it goes with a climax of nice feelings called an orgasm

Piece 3:

The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby. The sperm are stored in the epididymis.

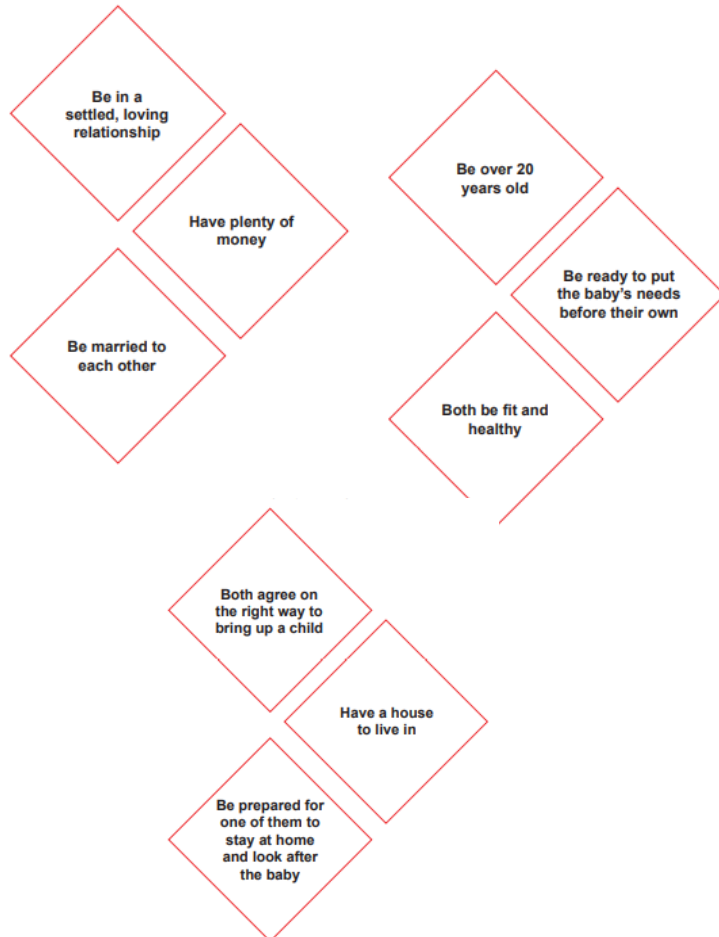
When a man becomes sexually excited, the spongy tissue inside his penis fills with blood and it becomes erect (stiff). This happens so the penis can enter the vagina during sexual intercourse.

When having sexual intercourse (making love) the sperm are mixed with a special fluid called semen that give the sperm energy and keep them healthy. The semen containing the sperm then passes out of the penis which is called an ejaculation.

During sexual intercourse, the sperm enter the woman's vagina and swim to meet the egg to create a baby.

At the end of this session, children will complete a quiz. They will then be directed to create an information leaflet, about the fact they have learnt in that lesson.

SRE in Year 5



Piece 4:

Children will be focusing on relationships that involve physical attraction in this session. It will be pointed out that often these relationships become very close and loving, and people may choose to be in a 'couple'.

Some of these couples may decide they want to make a life together, may get married, and may decide to start a new family, but not all. These are all personal choices.

They will be given a set of the Having a Baby Diamond 9 cards and the sentence stem: 'Before a couple decides to have a baby, they should...', and ask them to set out the 9 cards in a diamond shape placing them in order of priority so that what they think is the most important consideration is at the top, working down to those they think are least important or irrelevant.

Allow time to complete this and then compare notes around the class, asking the groups to explain and justify their priorities, and emphasising what a big, life-changing step it is to take responsibility for bringing a new life into the world.

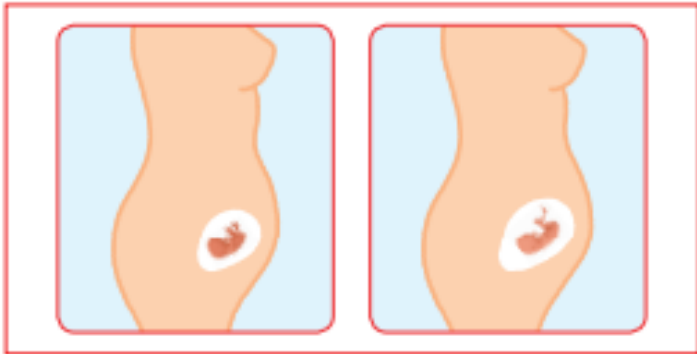
The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether some pregnancies are unplanned, whether people with disabilities should have a family, whether parents need to be married, how a single parent can bring up a child, whether it is right for same sex couples to bring up children, people in arranged marriages, adoption etc.

In these sessions, teacher's will always allow children to express their views: and where necessary, may challenge: ask them to explain, or put forward, an alternative view that some one else might have. It is important to note, that teachers will be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.

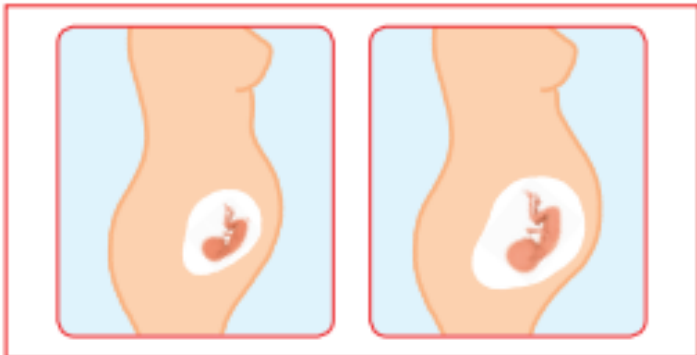
It will be summarised that there are many different types of relationships in the adult world and they are not all as straightforward as we might assume. The care and responsibility for any baby/child that results from a relationship should be paramount whatever the circumstances.

SRE in Year 5

Slide 4



Slide 5



Piece 4:

Conception: The children will recap the previous animations shown to them in piece 2 and 3.

They will re-discuss the physical facts of how conception happens and also how the wonder of a new life grows out of the closest and most loving and private part of the couple's own relationship: sexual intercourse.

They will then be shown the PowerPoint slides of a baby in the womb to recap.

In this lesson, we want all children to feel valued and included so we cannot make a judgement about one form of conception over another, and there is a possibility that some children in the class know they were not conceived by sexual intercourse.

Because of this, the children will be asked if they think all babies are conceived in the same way. According to the nature of the children's responses, teachers can explain that sometimes it is not possible to have a baby in this way (medical reasons, or same-gender relationships) and therefore doctors might help a couple to conceive a baby.

The children will also be introduced to the idea of adoption. At this age it is important to clarify in simple terms what they may have already heard about these subjects without burdening them with too much detail.

Awareness of the existence of these things is what matters and the chance to correct any misunderstandings they have. Ensuring all children feel included is paramount.

SRE in Year 5

If a couple makes love, it doesn't necessarily mean they will have a baby.	True	If people want to make love but not start a baby they can use various forms of contraception to stop the sperm and the egg meeting. Also, there are many days each month when there is no egg in the fallopian tube for the sperm to fertilise, and even when fertilised the egg might not successfully implant itself in the womb.
Fertilisation happens when the sperm meet the egg in the vagina.	False	Fertilisation normally happens in the fallopian tube, which carries the egg from the ovary towards the womb. If the egg is not fertilised when it reaches the womb it dies and passes out through the vagina, along with the extra womb lining that is not needed.
One of the first signs to tell a woman she is pregnant is that her periods stop.	True	The extra womb lining needs to stay in place as the embryo (the tiny growing baby) is implanted in it, so a woman does not have periods when she is pregnant. She may notice other changes, like starting to feel a bit sick at certain times of day. A doctor can test her urine to show whether she is pregnant, or she can buy a kit to do this for herself at home.
If two sperm fertilise one egg, it will form identical twins.	False	Only one sperm can fertilise an egg, then the egg seals itself to keep other sperm out. Identical twins are formed when one fertilised egg splits into two completely separate cells and each one grows into a baby - they are identical because they come from the same sperm and the same egg. If there are two eggs and each is fertilised by a different sperm they will form non-identical twins.
The baby is attached in the womb by a cord through which it gets oxygen and food from the mother.	True	A baby in the womb can't eat or breathe in the way we do, so the umbilical cord lets it collect the oxygen and nutrients that it needs from the mother's blood - so she is eating and breathing for the baby as well. Your belly button is where the cord was attached to you when you were in your mother's womb.
A woman can't have a baby unless she has sexual intercourse with a man.	False	If there are medical reasons that prevent a couple from having a baby in the usual way, there are things that doctors nowadays can do to help. Sperm can be artificially placed in the woman's vagina, or an egg can be taken and fertilised with sperm outside the body and then implanted in the womb. This is called IVF.

Piece 4:

Tasks:

Step 1) Card sort activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding. First, give each group a set of the statement cards and the True and False cards: ask them to discuss each statement and identify it as true or false according to their understanding.

Step 2) Then hand out the cards with the detailed explanations and ask them to match these to the statements they refer to; use them to check whether they correctly identified the true and false statements.

SRE in Year 5



Piece 5:

In small groups, children examine a selection of pages from teen magazines and discuss. They will discuss what these magazines tell us about how the publisher (who wants to sell as many as they can) sees what being a teenager is like. They will consider the questions: What is the perception of teenagers shown in the magazines? Is this accurate?

The children will sort the pages (or parts of pages) into those they think reflect reality and those they think are unrealistic. Each group will choose one page and says why they think it best reflects what being a teenager means to them. Using this page as the centre piece, the groups make a graffiti wall (statements, words or phrases surrounding the page) on a piece of flip chart paper to show their perceptions of being a teenager. Ask them to include both positive and negative perceptions.

Children will then discuss their ideas with teachers. During the debrief, ensure you challenge where necessary, so that children have a realistic and positive outlook on becoming a teenager.

SRE in Year 5

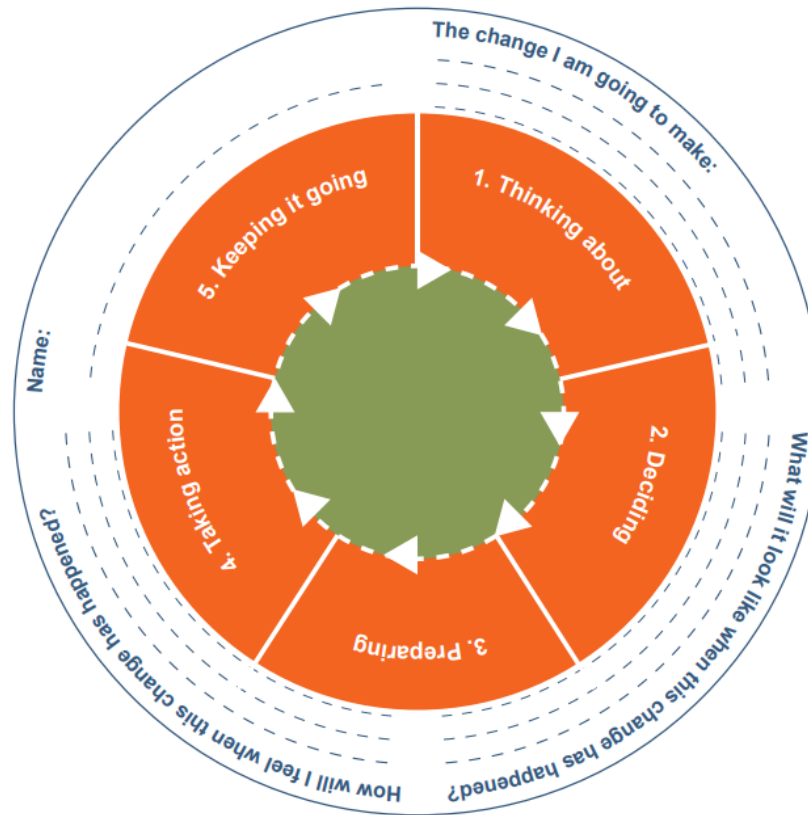
Piece 5:



Sometimes teenagers may experience challenging and difficult times, e.g. when bodies are changing during puberty, but ensure children know that this process of growing up through these years is normal, manageable and fun.

Help children understand that growing up brings increased responsibilities. To complete this activity each group identifies the responsibilities that will come with at least three aspects they have written on their flipchart, e.g. if they have written 'I am looking forward to staying out later with my friends', the accompanying responsibility might be 'I will make sure my parents know where I am, who I am with and that I am safe'.

Task: Children will be invited to design a birthday card, (for someone aged 13, 14, 15 or 16) Inside their card, the children will be asked to think about what advice they would give to the recipient about coping with the changes in becoming a teenager, and to write this as three bullet points of advice with a positive message underneath.



SRE in Year 5

Piece 6:

Working in groups of four the children agree on four changes they are looking forward to but maybe a little scared of when in the next academic year.

On the spinning top cube template, they will draw or write each of these changes on the four sides of the cube. This is then cut out and made into a spinning top using a pencil as the spindle.

The group then plays the game taking it in turns to spin the top. Whichever change lands uppermost, the group thinks of a way to best manage that change.

If time, groups may swap spinning tops so that they consider a range of different changes.

Each child then needs to focus on one of the changes from their spinning top and, drawing on the ideas shared in the group, works through that change, writing the process on a Circle of Change template.



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?

