



Goresbrook School
The best in everyone™
Part of United Learning

Jigsaw: Sex and Relationships Education

Year 6



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

- + Year 5: 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 6

- + Children's universal rights
- + Feeling welcome and valued
- + Choices, consequences and rewards
- + Group dynamics
- + Democracy
- + Having a voice in anti-social behavior
- + Role-modelling
- + Perceptions of normality
- + Understanding disability
- + Understanding what transgender means
- + Power struggles
- + Understanding bullying
- + Inclusion/exclusion
- + Difference as conflict and difference as celebration
- + Empathy
- + Age appropriate introduction to exploitation, including 'county-lines' and gang culture
- + Love and loss
- + Managing feelings
- + Power, control and assertiveness
- + Technology safety and responsibility
- + Self-image and body image
- + Puberty and feelings
- + Conception to birth
- + Reflections about change
- + Physical attraction
- + Respect and consent
- + Boyfriends and girlfriends
- + Age appropriate introduction to sexting



Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	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	Jigsaw Chime, 'Calm me' script, Jigsaw Song sheet: 'Changing as I grow', PowerPoint of celebrity images, 'Real' self/'ideal' self template, Highlighter pens, Jigsaw Journals, 3 bottles as props, Smoothie label template, Smoothie recipe template, Fruit smoothies (optional).
Can express how they feel when change happens	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	Jigsaw Chime, 'Calm Me' script, Growing-Up Bingo cards, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides showing girl to woman and boy to man, Animations: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Jem's Private Post Box.
Understand and respect the changes that they see in themselves	3. Girl Talk/Boy Talk (We recommend this Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator)	I can ask the questions I need answered about changes during puberty	I can reflect on how I feel about asking the questions and about the answers I receive	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Preferably two separate spaces for boys and girls to work separately, The questions submitted by the children at the end of the previous Piece, typed up and checked for anonymity, and sorted into sets of boy's and girl's questions, Animations: Female and Male Reproductive Systems.
Understand and respect the changes that they see in other people	4. 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 recognise how I feel when I reflect on the development and birth of a baby	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Tennis ball, PowerPoint slides of scans of babies in the womb, Animations: Female and Male Reproductive Systems, YouTube footage of baby in womb, A set of 'Baby Can...' cards, cut up and shuffled, Conception to Birth resource sheet, Conception to Birth Card Sort Template, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Attraction	I understand how being physically attracted to someone changes the nature of the relationship	I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Photo cards: Holding hands, Jigsaw Journals.
Are looking forward to change	6. Transition to Secondary School	I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for starting secondary school	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jem, PowerPoint slide of Bungee, Coloured card and pens, Blank T-shirts, Fabric pens.

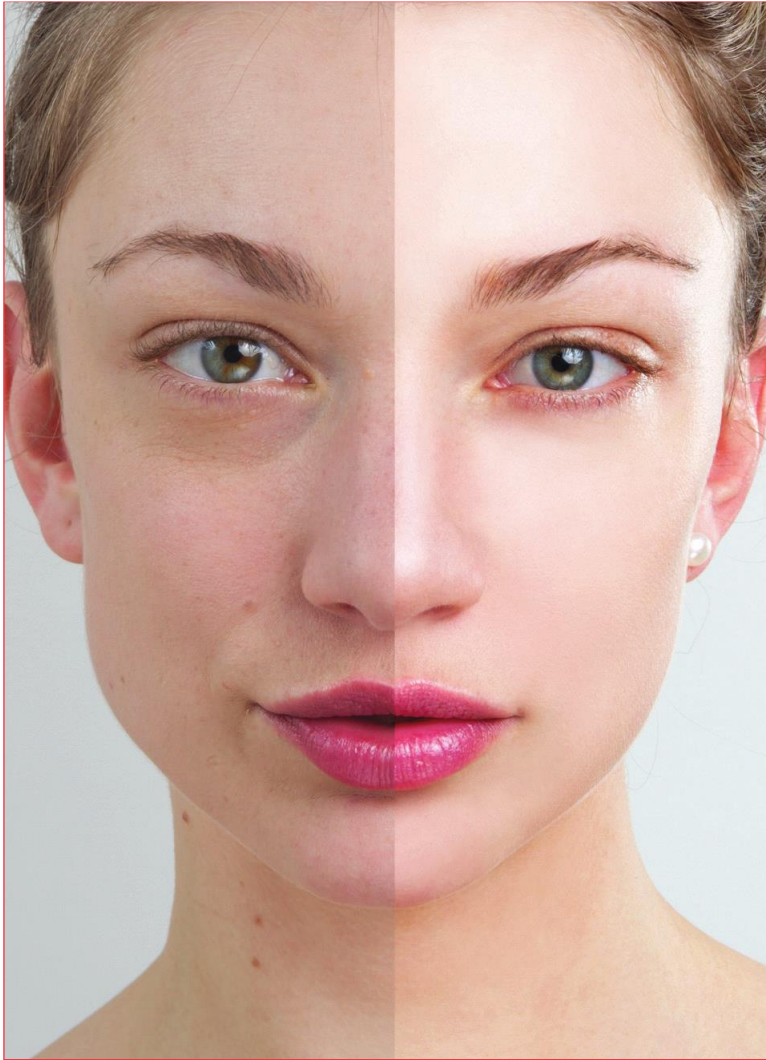
Worry postbox

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 6

Piece 1:

The children will each be given a self-image template and asked to write as many words as they can that describe their 'real' self onto the 'real' self-image template. Ensure they know that they will not have to share these with anybody. Then taking a highlighter pen, children highlight all the words on the 'real' self picture which are related to body image. Ask them to reflect on what this tells them about the importance of body image as part of their overall self-image.

Then children complete the same activity but this time writing onto the 'ideal' self template. Again, they highlight the body image words. Ask them to compare the words they have put on the 'ideal me' with the words on the 'real me'.

Children then cut out both parts of the 'real' self and 'ideal' self templates. They will be invited to place them on the table showing how close the ideal self-image is to the real self-image, i.e. if these two are the same, the ideal self is placed on top of the real self template. If the two images are very different, then children represent this by the distance between the two.

As a class, children discuss the impact of having an ideal self-image, the problems it may cause and the influences that may bring this about. Debrief as a class. The teacher explains that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough, simply by comparing ourselves to the ideal we have created in our own minds.

Children discuss what can be done about this problem. (They will be helped into consider the effects of moving the real self towards the ideal self or moving the ideal self towards the real self, e.g. by keeping expectations real and by being aware of influences on us.)

RECAP LESSON- Year 5

Boys and Girls are taught this information separately.

Girls' puberty:

Children will be introduced to the following video.

Information that will be delivered within the lesson:

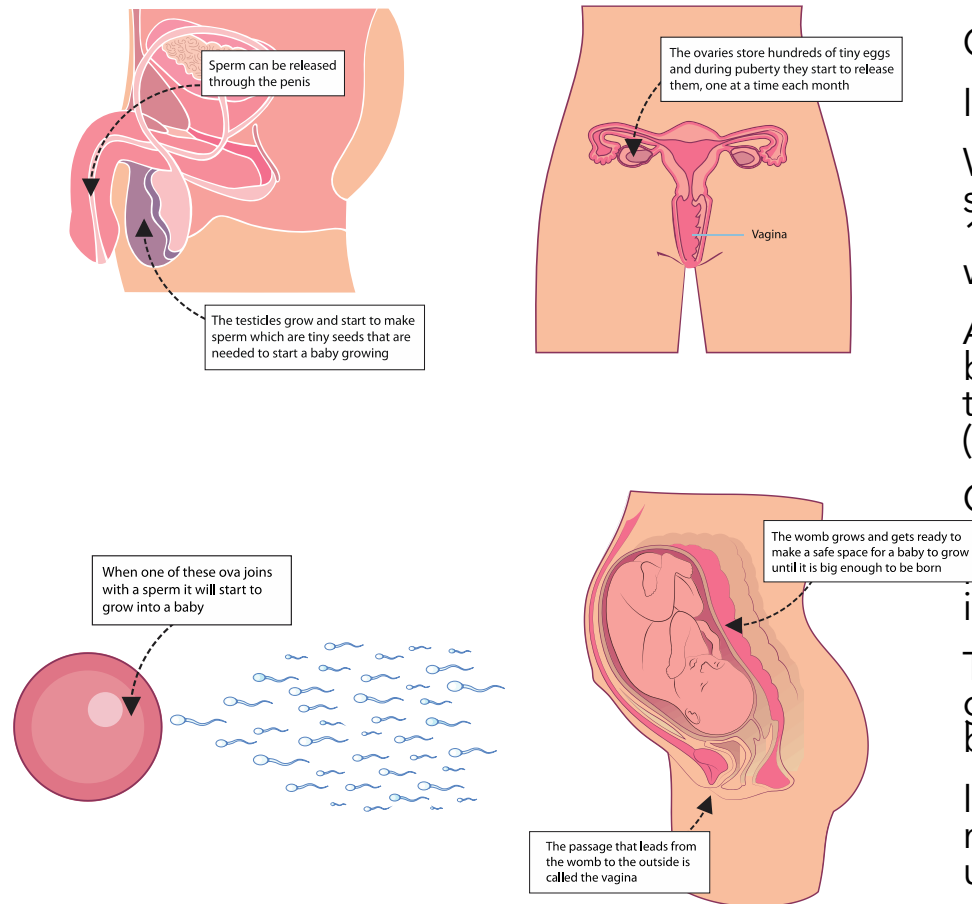
When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.

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).

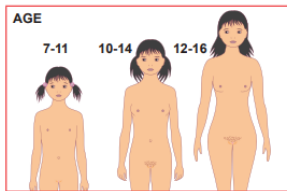
Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs (ova) stored there is released. It passes into the fallopian tube and then into the womb/ uterus. Oestrogen is a hormone (chemical) in the woman's ovaries.

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.

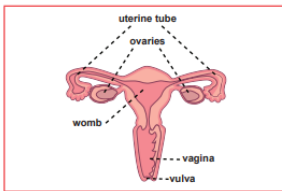
If sexual intercourse happens between a man and a woman, the man's sperm is released into the woman's vagina and they travel up through the cervix.



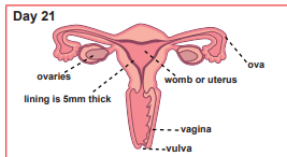
RECAP LESSON- Year 5



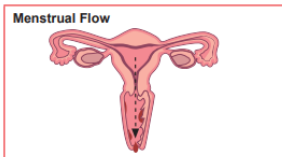
A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



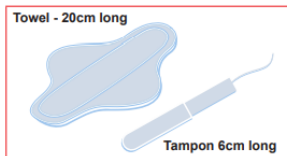
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.



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.



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'.



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.

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.

RECAP LESSON- 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...

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

RECAP LESSON- Year 5

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

Girls and boys taught separately

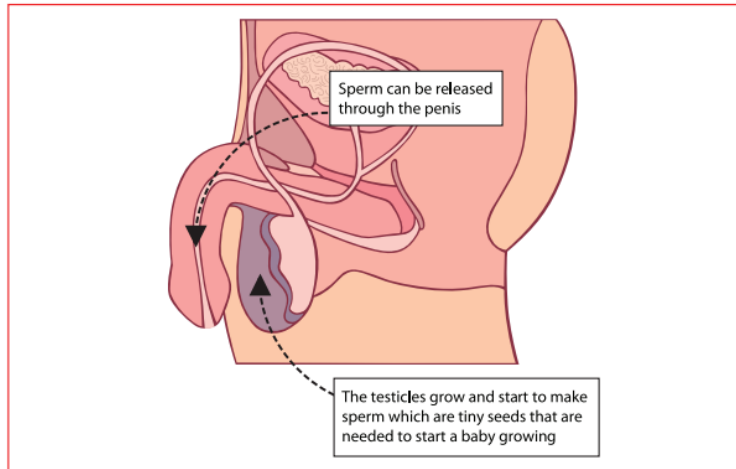
Recap: Children throw a ball around a circle, and if they catch it they need to say a change that happens to either gender when they hit puberty.

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.

RECAP LESSON- Year 5

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.

RECAP LESSON- 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

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 6

Write the name of someone who

Has an older brother or sister	Has ever tasted an alcoholic drink	Has a computer in their bedroom	Thinks they could pass for over 12 at the cinema
Has had a talk with their parents about puberty	Has been on Facebook	Regularly uses make-up or hair gel	Likes playing outside more than playing computer games
Has ever gone out with someone	Admits to eating too many sweets or chips	Has had an argument with their parents in the last week	Thinks they will smoke when they are older
Has a favourite soap they always watch on TV	Has to do chores to earn pocket money	Sometimes reads teenage magazines	Is allowed to choose their own clothes when they go shopping

Winner is the first to complete a vertical, horizontal or diagonal line

Piece 2:

After the introduction to the lesson, boys and Girls are taught this information separately.

Children play a game of bingo looking at the following sentence stem.

SRE in Year 6

Pubic Hair

Voice Breaks

Menstruation

Semen

Growing Taller

Hips Widen

Piece 2:

After the introduction to the lesson, boys and Girls are taught this information separately.

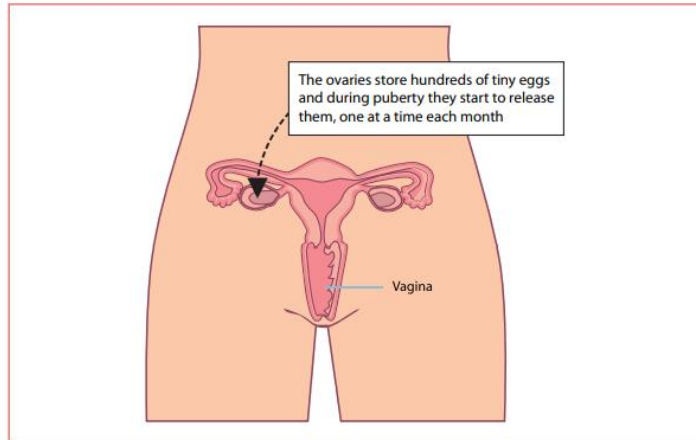
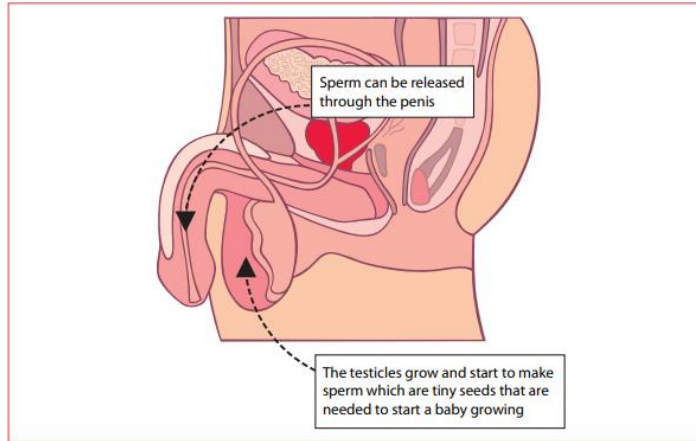
Teacher will use the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty.

As the teacher holds up each card in turn, the girls should all stand if it's a girl thing, the boys should all stand if it's a boy thing and everybody should stand if it applies to all.

At the same time all the class should say out loud the word(s) on the card. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes.

The exercise should be fun and will work best if you can keep the cards coming in a quick-fire way so that the children are bobbing up and down - and it's fine if they have a bit of a giggle at some of the words and phrases!

SRE in Year 6



Piece 2:

After the frenetic stand up/sit down activity, they will review the words and ideas on the cards in a calmer way and check and consolidate the children's knowledge and understanding about them.

The PowerPoint slides showing male and female body parts will be helpful to use in clarifying many of these points.

SRE in Year 6

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.

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.

Boys can always control when they get erections.

Myth! As your system starts to respond in new ways, erections can happen at strange times and for no particular reason. It can be embarrassing but most people understand it's quite normal.

Boys usually start puberty later than girls.

Truth! There are huge differences between one person and another in the age at which puberty starts, but on the whole the age for boys is later than for girls. Of course some boys can start early and some girls can start late - but everyone gets there in the end.

A girl can't get pregnant before she starts her periods.

Myth! The release of the egg from the ovary (ovulation) happens before she has a period, so it is possible there could be an egg in the fallopian tube to be fertilised just before she has her first period. If that was the case she wouldn't know about it.

You can't expect adults to understand what it feels like, going through puberty.

Myth! There isn't an adult alive who hasn't been through puberty themselves, so parents, carers, teachers, uncles and aunts all probably remember very well what it felt like for them...

Piece 2:

The children will be organized into groups of about 4-6.

They will be given a shuffled pile of the Puberty Truth or Myth cards which will be placed face down on the table.

One child takes a card from the top of the pile and reads out the main statement to the person on their left.

That person must say whether they think it is truth or myth: if they are right they keep the card; if they are wrong, the questioner keeps the card - whoever ends up with the card should read out the explanation to the whole group.

The game continues with the responder taking the next card from the pile and posing that statement to the next person on their left, and so on round the group. The aim is to see who ends up with the most cards at the end of the game.

The children will be brought into a circle again and invited to comment on anything that was new to them or surprised them about what they learned from the Truth or Myth game.

The teacher will allow any immediate questions to emerge and be dealt with.

SRE in Year 6

A girl might have one breast bigger than the other.

Truth! It's not uncommon for one breast to be slightly bigger than the other - the same is true of other body parts such as feet. Always remember there's no such thing as a 'normal' shape or size for breasts, penises or anything else - everybody's different!

It's against the law to have sex with someone under the age of 16.

Truth! Anyone who has sex with a boy or girl under the age of 16 is breaking the law. The law is there to protect young people from being pressured or taken advantage of by older people - it doesn't mean as soon as you're 16 you'll be ready to have sex.

It's normal to have rapid changes of mood during puberty.

Truth! The hormones that cause the changes at puberty can have a big effect on your moods: up one minute and down the next. It can feel a bit out of control but it will settle down after a while. Do try to talk to the adults around you about your feelings.

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.

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The teacher will allow any immediate questions to emerge and be dealt with.

SRE in Year 6

Piece 3: Girls and boys taught separately



This session is based on the questions the children may have put in to the post box in prior lessons.

Teachers will go through all questions with children. If there are any questions that involve information not taught in the Year 6 curriculum, teacher can speak to the class about age appropriateness of information, and direct them to speak to their parents if this is something they would like to discuss further.

SRE in Year 6

Piece 4:

Teachers will point out that we are all limited in how far back our memories go, and what none of us can remember are the experiences we had before we were born.

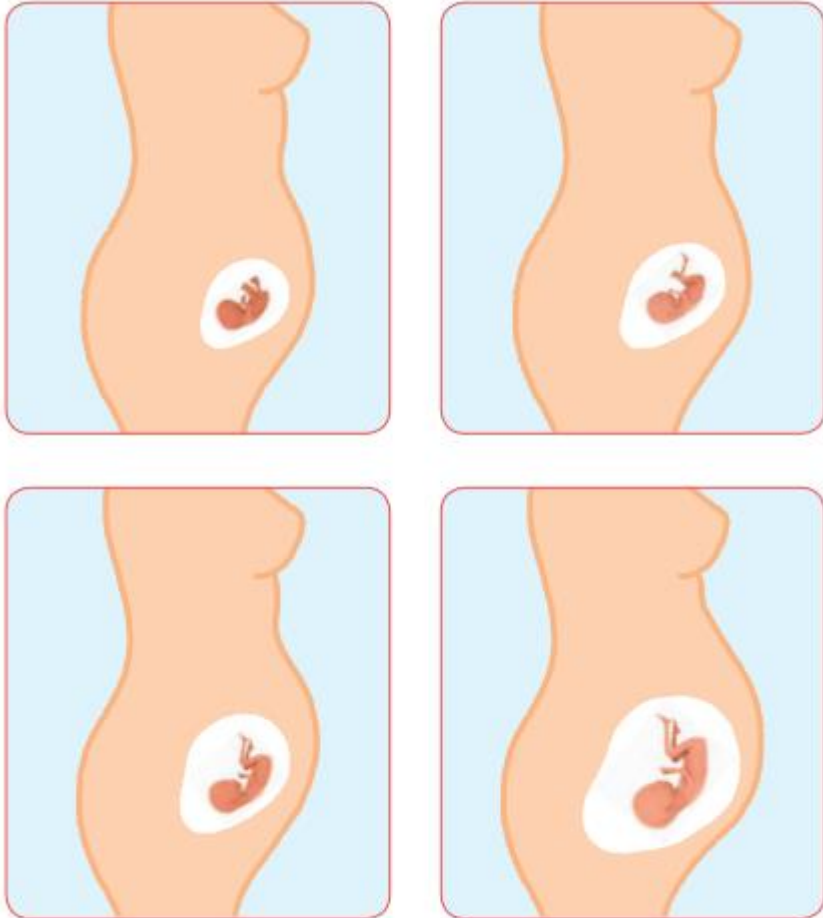
They will show the PowerPoint slides of a baby developing in the womb. (They may be asked in advance, some children to bring in, if they are able to, their own baby scan pictures from home.)

Ask the children what parts of the body they can identify in these pictures of the tiny, growing baby. They will discuss that the baby is called a foetus.

The teacher will 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.

They will play 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.

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 holder of the card then reveals whether it is true or false.



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 go to sleep and wake up
TRUE

When I was a baby in the womb I
could bite my nails
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 have a drink
TRUE
(You would swallow some of the fluid
you were floating in)

When I was a baby in the womb I
could swallow food
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

When I was a baby in the womb I
could stand on my head
TRUE
(You were probably head down when
you were ready to be born)

When I was a baby in the womb I
could watch TV
FALSE

When I was a baby in the womb I
could get hiccups
TRUE

When I was a baby in the womb I
could cry
FALSE

When I was a baby in the womb I
could float underwater
TRUE
(You were floating in a bag of fluid)

When I was a baby in the womb I
could play games
FALSE

When I was a baby in the womb I
could wriggle around
TRUE

When I was a baby in the womb I
could pick my nose
FALSE

When I was a baby in the womb I
could listen to my Mum talking
TRUE
(You could hear her voice - although
you couldn't understand it)

When I was a baby in the womb I
could sing
FALSE

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.
8. While it grows the baby is kept safe and protected from bumps and knocks by floating in a bag of _____.
9. After 12 weeks the baby is fully formed and has all its essential _____ but it is still very small, about the length of your thumb.
10. After 6 months the baby is growing fast, it has begun to grow eyelashes and _____ on its head, and its mother can feel it sometimes moving and kicking.
11. In the final months of _____ the baby fattens up, has periods of waking and sleeping and can hear and react to sounds from the outside.
12. By the eighth and ninth months the baby is probably big enough to be able to survive if it was born early, and the mother has a very large, heavy _____ to carry around.
13. In the ninth month the baby is getting quite squashed and doesn't have much room to move: it settles with its _____ down ready to be born.
14. Birth begins when muscles in the womb start to press down on the baby in a series of powerful pushes called _____.
15. Over a period of several hours these contractions get stronger and more frequent, pushing the baby's head against the entrance from the womb to the vagina, which is called the _____, and gradually opening it up.
16. When the cervix is fully open the baby starts to move head first down through the vagina: this is known as the second stage of _____.

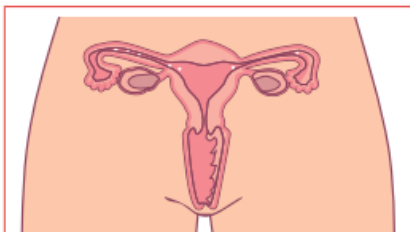
SRE in Year 6

Piece 4:

For a more systematic introduction to the main facts of the progression from conception through pregnancy to birth, the teacher will us the animations shown earlier and the information sheet on this slide.

17. Now the mother can use muscles that she can control to help the contractions and push the baby down and out of the _____: it's very hard work and a big strain for the mother and the baby.
18. Finally the baby's head is born – this is the largest part and the rest of the body quickly follows: the mother is normally helped through all of this by a specially trained nurse called a _____.
19. The baby is still attached to its mother by the cord, but once it starts breathing for itself (and crying!) the cord can be clamped and cut – the remains of it will eventually shrivel to form the baby's _____.
20. The other end of the cord is connected to the placenta, and a few more contractions help the mother to push this out; now a new, independent life has begun and mother and baby can relax and start getting to know each other. Can you add one more word to describe how you think the mother might be feeling at this stage? _____

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



SRE in Year 6

Piece 4:

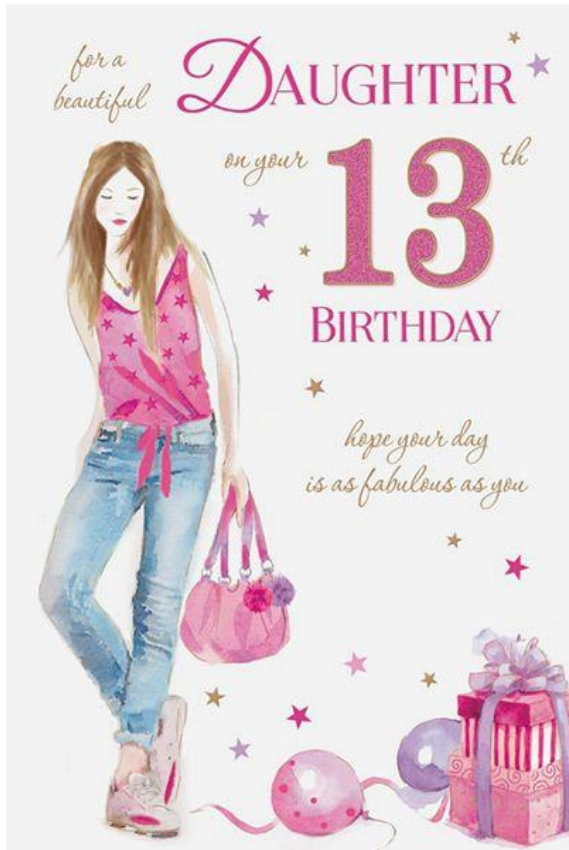
Working individually or in pairs, the children design and produce a set of cards for a card-sorting game, using pictures and text to present eight stages on the journey from conception to birth.

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

If the children have completed the 'From Conception to Birth' resource sheet, the teacher will ask them to supply a word of their own to describe how they imagine the mother might be feeling when the birth is over; in a class circle, invite them to share the words or phrases they would suggest for this.

Use the opportunity to draw out and discuss the idea that there is likely to be a mixture of feelings: 'thrilled' and 'happy' will go alongside 'exhausted' and 'sore', 'proud' and 'loving' towards the new child may be competing with 'nervous' and 'anxious' about the new responsibilities. Ask them to consider also how the father may be feeling!

SRE in Year 6



Piece 5:

In small groups, children examine a selection of birthday cards for 13 year olds and discuss key points:

What are those cards telling us about how the card designer sees the age of 13/13th birthday?

What are the perceptions of 13 year olds shown in these cards?

Ask the children to sort the cards into those they think reflect reality and those they think are unrealistic. Each group chooses one card they think best reflects what being a teenager means to them.

Using this card as the centrepiece, the groups make a graffiti wall on a piece of flip chart paper to show their perceptions of being a teenager. Share these with the class. Each group uses smiley and sad faces to demonstrate which aspects are positive and negative perceptions.

During the debrief, ensure you challenge where necessary, so that children have a realistic and positive outlook on becoming a teenager.

It will be explained that 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. 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 late 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'.

SRE in Year 6



Piece 5:

In small groups, the children will be given range of photo cards of children and adults holding hands.

Ask them one question: Why are these people holding hands?

Then hold up each card in turn and receive each group's feedback, eliciting a range of reasons why people hold hands (they are friends, they are helping each other, they fancy each other, they are in a 'relationship' with each other).

This activity will be debriefed by discussing with the children that when they become older, it will be natural for them to be physically attracted to someone; ask them whether that would feel different to a friendship relationship and how.



SRE in Year 6

Piece 6:

The children will have lots of fun with this activity!

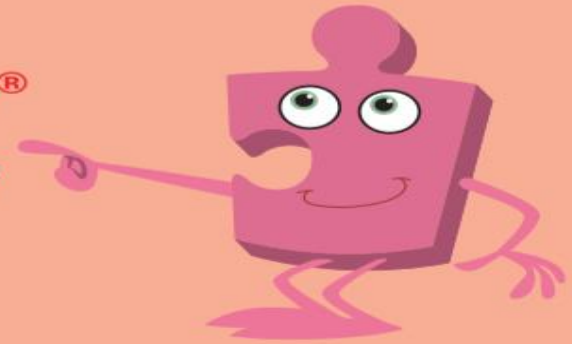
In their groups, children will reflect on their time at this school sharing their memories and best moments.

Children will bring in to school a blank T-shirt and fabric pens, and they will be invited to illustrate some of their memories and best moments on the BACK of their 'Journey T-Shirt'.

They will then be asked to visualise three things they are most looking forward to about being in their new school and to be aware of the positive emotions attached to those things.

Gently bring them out of the reflection and invite them to illustrate the FRONT of their 'Journey T-shirt' to show what they are looking forward most about their onward journey to secondary school.

Children will then have the opportunity to wear their T-shirts and share their designs with each other in a mini fashion show.



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?

