



**PSHE (Personal, Social, Health Education ) POLICY :**

**including Relationships and Health Education statutory from September 2021, and our position on Sex Education)**

**This policy has been impact assessed, during the annual review, in the light of all other school policies and the Equality Act 2010.**

Adopted	Meeting	Minute Number
	<p style="text-align: center;">Consultation with Parents</p> <p style="text-align: center;">3.5.23</p>	
Reviewed	Summary of Change / Amendments - By Whom	Date of Approval /Meeting

**Review to be completed: Annually or as and when updates are received from Children’s Services Department**

**Date of policy publication: 5<sup>th</sup> March 2023 Draft- consultation with parents**

**Authors of policy: Helen Holmes ( RSE PHSE Curriculum Leader)**

The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

Swanwick Primary School

# PSHE & RSHE

(Personal, Social, Health Education & Relationships, Sex and Health Education)

Statutory from September 2021

## Introduction and the Legal Requirements

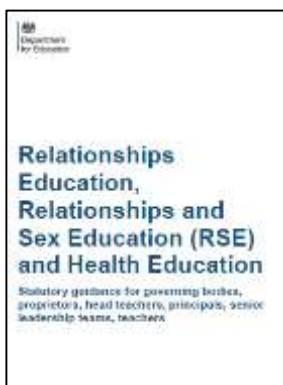
All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Swanwick Primary School, we teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. To ensure progression and a spiral curriculum, we use **Jigsaw, the mindful approach to PSHE**, as our chosen teaching and learning programme. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The JIGSAW scheme of work also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. We promote British Values and challenge extremist views in line with our Prevent duty.

## Statutory Relationships and Health Education



"The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools."

DfE Guidance p.8

"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."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"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. This will sit alongside the essential understanding of how to be healthy."

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

## **Relationships Education**

### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’. **(SEE THESE STATEMENTS AT THE END OF THIS POLICY)**

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: [Jigsaw 3-11 and Statutory Relationships and Health Education](#).

It is important to explain that whilst the Relationships Puzzle (unit of work) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle which helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.



## **Health Education**

### ***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’. **(SEE THESE STATEMENTS AT THE END OF THIS POLICY)**

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: [Jigsaw 3-11 and Statutory Relationships and Health Education](#).

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

**Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).**

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is **not** compulsory in primary schools'. (p. 23) **It is compulsory from the age of 11.**

Schools are to determine the content of sex education at Primary School. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

**At Swanwick Primary School, we include the statutory Relationships and Health Education within our whole-school JIGSAW PSHE Programme. Teaching and learning about puberty and simple human reproduction is statutory. However, we also teach some specific age appropriate Sex Education lessons in Year 5 and Year 6. These are not statutory and therefore you have the right to withdraw your child from these sessions. Further information can be found below.**

## **Aims**

At Swanwick Primary School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE, Citizenship and Relationship Education in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE/SRE supports many of the principles of Safeguarding. **(See policy document list)**

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

1. Have a sense of purpose
2. Value self and others
3. Form relationships
4. Make and act on informed decisions
5. Communicate effectively
6. Work with others
7. Respond to challenge
8. Be an active partner in their own learning
9. Be active citizens within the local community
10. Explore issues related to living in a democratic society
11. Become healthy and fulfilled individuals

## **Programme of Study**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the units are the same in each year group but learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
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<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Swanwick Primary School we allocate at least 30 minutes per week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way using the Jigsaw Lesson plans.

These explicit lessons are reinforced and enhanced in many ways: Assemblies , praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school and our own school values THRIVE. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

## Relationship and Sex Education

*Legally, schools MUST teach Relationship Education from September 2020. The DfE guidance 2019 (a link to this document can be found on this page) states that Relationships and Health Education including the "changing adolescent body in puberty" are compulsory. Parents cannot withdraw their child from this curriculum content. This is also true for parts of the Science Curriculum.*

### At Key Stage 1 the children must learn to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

### At Key Stage 2 the children must learn to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- learn about the changes experienced in puberty

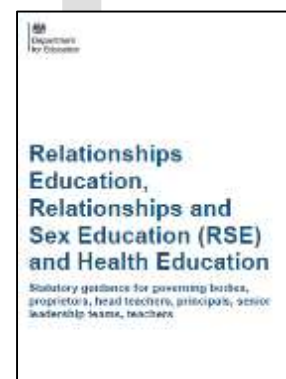
***This document also made a 'recommendation' that all schools have a Sex Education Programme***

At Swanwick Primary School, we believe children should understand the facts about human reproduction before they leave primary school .

***We define Sex Education as the understanding of issues relating to human reproduction-conception and birth.***

We intend to teach this as much as possible through our Science Curriculum. See the statements above. Parents **do not** have the right to withdraw their child from this statutory part of the curriculum.

However, parts of the JIGSAW programme lessons will also support us in teaching some additional Sex Education lesson from Y5 onwards



## **Parents' right to request their child be excused from Sex Education**

**“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education” DfE Guidance p. 17**

At Swanwick Primary School, some lessons will cover, sexual reproduction, sexual intercourse, and other aspects of human sexual behavior.

Therefore we conclude that parents have the right to withdraw their child from the following lessons.

Year 5: Lesson 4 (Conception)

Year 6: Lesson 3 and Lesson 4 (Conception, Birth)

Before we teach the Changing Me unit of work in the late Summer Term, parents will always receive a letter outlining the main teaching and learning content as well as the vocabulary used.

This will happen in every Year group. **Nearly all of the learning covered in the Changing Me unit is statutory.**

**However**, in Year 5 and Year 6 there may be lessons parents wish to withdraw their children from.

Find a link to this document to show the content covered for each Year Group in the “Changing Me” unit of work.

**We will be holding parents meeting closer to the Summer Term where you will be more than welcome to discuss the content.**

Year Group	Lesson	Topic	Content
Year 5	Lesson 4	Conception	...
Year 6	Lesson 3	Conception	...
Year 6	Lesson 4	Birth	...

## **Equality Including LGBT**

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

## **The Jigsaw Approach**

**The approach that the Jigsaw Scheme takes towards teaching about equality including equality for LGBT people, very much upholds the ethos of our school. Learning centres around teaching children to accept difference and to foster good relationships with others.**

**Within the Relationships Education document produced by the DfE which becomes a statutory part of the curriculum from September 2020, there are a number of statements that link directly to the way we will teach about LGBT people. (See the end of the policy for all statements)**



## Relationships Education statements linked to different types of relationship

What the DfE RSHE guidance says

*R3 - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.*

*R4 - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.*

*R12 - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.*

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44

***We will use photographs, books, videos, activities etc. that promote the above relationship statements. The information we present to children will be in the context of the subject matter being covered in the unit of work. For example when we are talking about belonging, we will show many examples of belonging to different groups, family types etc. LGBT will NOT be taught in isolation. An example of a slides used in Y1 to explore different families.***

Jigsaw does not 'promote' LGBT lifestyles. However, it does raise children's awareness that some people in society are LGBT (See example material above). When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs.

**At Swanwick Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different from others' viewpoints. The requirements of the Relationships, Health and Sex Education and the Equalities Act are not at odds with this as we all need to understand that we live in a diverse society where we respect the differences between us and the viewpoints of others, if we are all to lead peaceful, happy and fulfilled lives. Jigsaw PSHE allows for children to engage in mutually respectful conversations about different topics, expressing appropriately their own beliefs whilst recognise that others may have a different opinion.**

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) using the Jigsaw materials please refer the [parent information leaflet](#):

**'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' A link to this can be found by clicking on the image.**



## Teaching and Learning

We actively promote PSHE themes, through assemblies and class lessons.

Swanwick Primary school uses the JIGSAW materials to teach of the elements of PSHE. In addition, we hold our own specific "Friendship Week" yearly and have made available to all parents and carers our latest 'child-friendly' anti-bullying leaflet which is also displayed in each classroom for reference. We often introduce PSHE through other subjects or as part of our enquiry-based curriculum. We recognise that *Circle Time* is a very useful teaching model for many of the aspects of PSHE and Citizenship. All teachers make use of this method as well as a range of other teaching and learning styles including the discussions, role play scenarios and problem-solving activities.

In addition, teachers aim to set aside time in class to discuss matters arising from current school/local /national and international issues.

### **PSHE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:-**

1. Encouraging everybody to take responsibility for their actions through the agreement of class/school rules. (THRIVE Values)
2. Encouraging children to recognise and respect differences between people.
3. The election of a school council in a democratic manner, which actively develops the direction of the school.
4. Encouraging children to take responsibility for their behaviour.
5. Involving children in the setting of their targets for learning.
6. Recognising the importance of active citizenship to support others who are less fortunate. E.g. charity fundraising (Children in Need, Red Nose Day, NSPCC Number Day etc.)

### **There are also wider Opportunities for personal and social development at school. These include:-**

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Providing opportunities in school for children to learn a musical instrument.
4. Planning class visits and trips that widen children's experiences beyond the immediate local environment.
5. Coming together as a school to celebrate academic and personal achievements – Friday Assemblies.
6. Planning events that encourage the school to work together e.g. Christmas Production, Harvest/Christmas singing in Church visit, Book Week, Science Week, Summer Fair, Summer Production.
7. Offering our children the opportunity to hear visiting speakers, such as police, fire service and the Local Vicar and The Open the Book Group, who we invite into school to talk about the church's role in creating a positive and supportive local community.

### **Involving children in the school's decision-making procedures**

We believe that children and young people are not simply being prepared to become citizens; they are already citizens both in their school and community.

Children will contribute in a variety of ways including:

- The School Council
- Circle Time and class discussions
- Assemblies

### **We seek to promote a healthy lifestyle and self-confidence for our children by:**

1. The provision of a range of lunch time and after school clubs which help foster a healthy lifestyle and encourage children to explore individual talents.



2. A breakfast club that provides a healthy start to the day.
3. Carefully monitoring the needs of SEND/EAL/PP children.

#### **We seek to involve the whole school community by:-**

1. Encouraging parents/ carers to support trips or whole school events.
2. Providing the Swanwick Story fortnightly to parents/carers
3. The Home/ School agreement for Children and Parents.
4. The Friends of Swanwick.
5. Inviting the parents/carers to attend and support community occasions such as collections for the local food bank, charity fundraising etc.

### **Assessment**

Teachers will ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning.

Each Puzzle has a set of three level descriptors for each year group:

- **Working towards**
- **Working at**
- **Working beyond**

The teacher completes a class record for each piece to show children's attainment.

### **Resources**

Every class has their own soft toy "Jigsaw Piece", Jerrie the Cat and an energy chime, which the children know and use weekly to support lessons. Every teacher has a class online JIGSAW folder with the weekly structured lessons outlined for that Year Group.

### **Monitoring and Review**

The Coordinator will carry out a programme of planning scrutiny, work sampling, the observation of lessons to monitor the teaching and learning in PSHE.

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

### **Responsibilities of the Subject Leader**

*The PSHE Co-ordinator is responsible for:*

- Monitoring the teaching and learning of PSHE.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending relevant courses and keeping up to date with current practice
- Providing staff with appropriate feedback from the above.

## **Policy Review**

This policy is reviewed annually by the subject leader and agreed by the Staff and Governors of Swanwick Primary School. Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>FAMILIES AND PEOPLE WHO CARE FOR ME</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>ONLINE RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>MENTAL WELLBEING</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>INTERNET SAFETY AND HARMS</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	
<b>PHYSICAL HEALTH AND FITNESS</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>HEALTHY EATING</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>DRUGS, ALCOHOL AND TOBACCO</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>BASIC FIRST AID</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>CHANGING ADOLESCENT BODY</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>





## Puzzle 6: Changing Me - Summer 2

### Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. My Body	<p><b>Making relationships</b>            D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults            D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p>	Understand that everyone is unique and special	Spiritual	Bag/box Labels naming all the different body parts Pictures of all the different body parts that will go together to form a whole body Book - 'Look Inside Your Body' by Louie Stowell Large paper and post-its
2. Respecting My Body	<p><b>Making relationships</b>            D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p><b>Self-confidence and self-awareness</b>            D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities            ELG - Say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas</p>	Can express how they feel when change happens	Spiritual Moral Social Cultural	Jigsaw Song sheet: 'Keep fit, keep healthy' Selection of pictures that show healthy/not so healthy activities/food 2 containers/hoops for sorting Magazines/food leaflets Paper
3. Growing Up	<p><b>Making relationships</b>            D4 - Seeks out others to share experiences. Shows affection and concern for people who are special to them            D6 - Explains own knowledge and understanding, and asks appropriate questions of others            ELG - They show sensitivity to others' needs and feelings</p> <p><b>Self-confidence and self-awareness</b>            D5 - Confident to talk to other children when playing, and will communicate freely about own home and community            D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p>	Understand and respect the changes that they see in themselves	Spiritual Moral	Book - 'I wonder why - Baby animals' by Hannah Wilson Book - 'The Very Hungry Caterpillar' by Eric Carle Pictures ranging from a baby to a toddler, showing different stages of development, e.g. drinking milk, teething, crawling, toileting Book - 'Tell Me What It's Like To Be Big' by Joyce Dunbar Picture cards showing different developmental stages of life ranging from baby to elderly Jigsaw Jenie Jigsaw Song sheet: 'Changing As I Grow'



## Puzzle 6: Changing Me - Summer 2

### Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
<b>4. Growth and Change (F1)</b>	<p><b>Making relationships</b>            D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p><b>Self-confidence and self-awareness</b>            ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p><b>Managing feelings and behaviour</b>            ELG - They work as part of a group or class, and understand and follow the rules</p>	Understand and respect the changes that they see in other people	Social Cultural	Seeds Pots Compost Jigsaw Song sheet: 'Changing As I Grow'
<b>4. Fun and Fears (F2)</b>	<p><b>Making relationships</b>            D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others            ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p><b>Self-confidence and self-awareness</b>            D4 - Expresses own preferences and interests            D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help            D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities            ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p><b>Managing feelings and behaviour</b>            D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others            D5 - Aware of own feelings            ELG - Children talk about how they and others show feelings</p>	Understand and respect the changes that they see in other people	Social Cultural	Book - 'The Huge Bag of Worries' by Virginia Ironside Box or bag for worries/looking forward to ideas Jigsaw Song sheet: 'Changing As I Grow'









## Puzzle 6: Changing Me - Summer 2

### Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
<b>5. Fun and Fears</b>	<p><b>Making relationships</b>            - Initiates conversations, attends to and takes account of what others say.            D6 Explains own knowledge and understanding, and asks appropriate questions of others            ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p><b>Self-confidence and self-awareness</b>            D4 - Expresses own preferences and interests            D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help            - Confident to speak to others about own needs, wants, interests and opinions.            D6 Can describe self in positive terms and talk about abilities            ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p><b>Managing feelings and behaviour</b>            D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others            D5 - Aware of own feelings            ELG - Children talk about how they and others show feelings</p>	<p>Know who</p> <p>to ask for help if they are worried about change</p>	<p>Spiritual</p> <p>Moral</p> <p>Social</p>	<p>Jigsaw Jenie</p> <p>Box or bag for worries/looking forward to ideas</p> <p>Music</p>
<b>6. Celebration</b>	<p><b>Making relationships</b>            D4 - Seeks out others to share experiences            D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults            D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others            ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p><b>Self-confidence and self-awareness</b>            D4 - Expresses own preferences and interests            D5 - Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community.            D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities            ELG - They are confident to speak in a familiar group, will talk about their ideas</p>	<p>Are looking forward to change</p>	<p>Spiritual</p> <p>Moral</p> <p>Social</p> <p>Cultural</p>	<p>Jigsaw Jenie</p> <p>Paper</p> <p>A special box</p>

# Changing Me

## Puzzle Overview - Year 1

Puzzle 5 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create 'Our Relationship Fiesta'	Resources
Pieces		
<b>1. Life Cycles</b> 	<p>I am starting to understand the life cycles of animals and humans</p> <p>I understand that changes happen as we grow and that this is OK</p>	<p>Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Song sheet: 'Changing as I grow' BBC Learning Clip: 9483 Frogs, Teacher's photos: series of photos from baby to adult, Life cycle cards, Jigsaw Journals.</p>
<b>2. Changing Me</b> 	<p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Life cycle cards, Paper for concertina book, Jigsaw Journals.</p>
<b>3. My Changing Body</b> 	<p>I can tell you how my body has changed since I was a baby</p> <p>I understand that growing up is natural and that everybody grows at different rates</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children, Jigsaw Journals.</p>
<b>4. Boys' and Girls' Bodies</b> <b>Assessment Opportunity</b> 	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Male/female animal Powerpoint, PE hoops or flipchart paper, Body parts cards and Powerpoint, Jigsaw Journals .</p>
<b>5. Learning and Growing</b> 	<p>I understand that every time I learn something new I change a little bit</p> <p>I enjoy learning new things</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Song sheet: 'Changing as I grow', Picture cards, Flower shape and petals for flipchart, Flower template, Photos of the children, Jigsaw Journals.</p>
<b>6. Coping with Changes</b> 	<p>I can tell you about changes that have happened in my life</p> <p>I know some ways to cope with changes</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Book: 'Moving Molly' by Shirley Hughes, Bag of items for Changes Game, Jigsaw Journals.</p>




# Changing Me

## Puzzle Overview - Year 2

Puzzle 5 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create 'Our Relationship Fiesta'	Resources
Pieces		
1. Life Cycles in Nature	<p>I can recognise cycles of life in nature</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this</p>	Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Jo, Jigsaw Song sheet: 'Changing as I grow', BBC Learning clip: 2250, An introduction to life cycles, Jigsaw Journals.
2. Growing from Young to Old	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can identify people I respect who are older than me</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jo, PowerPoint - young to old, Book: 'My Grandpa is Amazing' by Nick Butterworth, Photos from home of a grandparent as a child and now, Card leaf templates A4 size - one per child, Jigsaw Journals.
3. The Changing Me	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I feel proud about becoming more independent</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Book: 'Titch' by Pat Hutchins, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up, Timeline template, Jigsaw Journals.
4. Boys' and Girls' Bodies	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Flipchart paper, Body parts cards and PowerPoint, A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Jigsaw Journals
5. Assertiveness	<p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I am confident to say what I like and don't like and can ask for help</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing a g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk), Teddy bear, Poem: 'What About You?', Alternative book: 'Hug' by Jez Alborough, Jigsaw Journals, petals for flipchart, Flower template, Photos of the children, Jigsaw Journals.
6. Looking Ahead	<p>I can identify what I am looking forward to when I am in Year 3</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Two visiting Year 3 pupils, Card leaf templates, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

# Changing Me


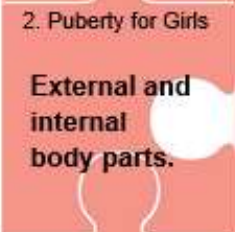




## Puzzle Overview - Year 4

Puzzle 5 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create A Tree of Change display	Resources
Pieces		
<p>1. Unique Me</p> 	<p>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</p> <p style="color: green;">I appreciate that I am a truly unique human being</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Cat and kitten cards, 'My Parents and Me' Puzzle templates, Jigsaw Journals.</p>
<p>2. Having a Baby</p> <p><b>Only external body parts discussed in this session.</b></p> 	<p>I can correctly label the external parts of male and female bodies that are necessary for making a baby</p> <p style="color: green;">I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. If the children ask about how the sperm and egg getting together, a simple explanation will be given. No images will be shown.</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, 'Making Things' cards, Sheets of flipchart paper prepared with questions written at the top, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Printed copies of PowerPoint slides, Jigsaw Journals.</p>
<p>3. Girls and Puberty</p> <p><b>This will be a girl only session led by female member of staff</b></p> 	<p>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</p> <p style="color: green;">I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p>Jigsaw Chime, 'Calm Me' script, 'How do I feel about puberty' cards, A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up, for a lucky dip activity, 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</p>
<p>4. Circles of Changes</p> 	<p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p style="color: green;">I am confident enough to try to make changes when I think they will benefit me</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jaz, Season tree pictures, Book: 'Moving House' by Anna Civaroli and Stephen Cartwright, Circle of change PowerPoint slide, Circle of change diagram, Circle of change template, Split pins, Jigsaw Journals.</p>
<p>5. Accepting Change</p> 	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p style="color: green;">I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Emotions cards, Jigsaw Song sheet: 'Changing as I grow', Season tree pictures from Piece 4, Change Scenario cards, Jigsaw Journals.</p>
<p>6. Looking Ahead</p> <p><b>Assessment Opportunity</b></p> 	<p>I can identify what I am looking forward to when I am in Year 5</p> <p style="color: green;">I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Two visiting Year 5 pupils, Circle of change template, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.</p>




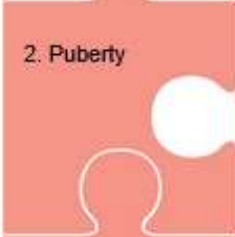


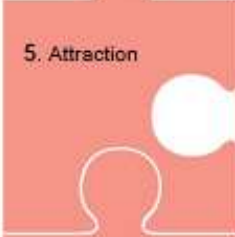

# Changing Me

## Puzzle Overview - Year 5

Puzzle 5 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create A Tree of Change display	Resources
Pieces		
<p>1. Self and Body Image</p> 	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p>	<p>Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jez, Self-image cards, Image PowerPoint slide, Self-image picture frame card template, Jigsaw Journals.</p>
<p>2. Puberty for Girls</p> <p>External and internal body parts.</p> 	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproduction System, Masturbation Card Match, Sets of a range of sanitary products: tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes, Great Growing Up resource sheet, Menstruation Worries cards - one for each working group. If available: some examples of published information leaflets about puberty, Jigsaw Jez's private post box, Jigsaw Journals.</p>
<p>3. Puberty for Boys</p> <p>External and internal body parts.</p> 	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Tennis ball, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slides: male organs (as per Year 4 Piece 2), Boys' 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.</p>
<p>4. Conception</p> 	<p>I understand that if an egg and a sperm meet it 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</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p>Jigsaw Chime, 'Calm me' script, Jigsaw Jez, Relationships Cards, enough for one for each child, Category labels for the room corners: Family Relationships..., etc., Animation: 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, and explanation cards.</p>
<p>5. Looking Ahead</p> 	<p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I am confident that I can cope with the changes that growing up will bring</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Song sheet: 'Changing as I grow', Birthday cake and candles, Selection of age 13 birthday cards/PowerPoint pictures, Flip chart paper, Jigsaw Journals.</p>
<p>6. Looking Ahead to Year 6</p> 	<p>I can identify what I am looking forward to when I am in Year 6</p> <p>I can start to think about changes I will make when I am in Year 6 and know how to go about this</p>	<p>Jigsaw Chime, 'Calm Me' script, Six visiting Year 6 pupils, Jigsaw Jez, Spinning top template, Circle of change template, Jigsaw Journals, Pot of bubbles.</p>

# Changing Me

## Puzzle Overview - Year 6

Puzzle 5 Changing Me	Puzzle Outcome Help me fit together the six pieces of learning about Changing Me to create A Tree of Change display	Resources
Pieces		
<p>1. Self and Body Image</p> 	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p>	<p>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).</p>
<p>2. Puberty</p> 	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>Question box available throughout these sessions so that anything can be asked anonymously.</p>	<p>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.</p>
<p>3. Girl Talk Boy Talk</p> <p>Girl talk led by female member of staff. Boy talk led by male member of staff</p> 	<p>I can ask the questions I need answered about changes during puberty</p> <p>I can reflect on how I feel about asking the questions and about the answers I receive</p> <p>Question box available throughout these sessions so that anything can be asked anonymously.</p> <p><b>Y5/Y6</b></p>	<p>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.</p>
<p>4. Babies Conception to Birth Assessment Opportunity</p> 	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand How sexual intercourse can lead to conception.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p> <p>Question box available throughout these sessions so that anything can be asked anonymously.</p>	<p>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.</p>
<p>5. Attraction</p> 	<p>I understand how being physically attracted to someone changes the nature of the relationship</p> <p>I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Photo cards: Holding hands, Jigsaw Journals.</p>
<p>6. Transition to Secondary School</p> 	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p> <p>I know how to prepare myself emotionally for starting secondary school</p>	<p>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.</p>

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