

Jigsaw SRE Training

For parents and carers

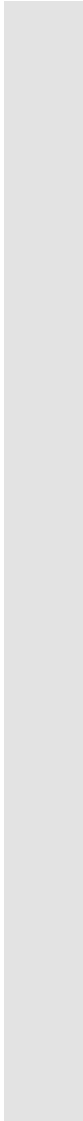

2020



Aims

To provide the context, principles and practice for teaching high quality Sex and Relationships Education

To become familiar with the Jigsaw 'Changing Me' Puzzle, the materials and approach



What was your
experience of SRE?

RELAX - I'M NOT OBESE -
I'M PREGNANT!



What is SRE?

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching.”

Department for Children, School and Families, SRE Guidance, 2000

What does the government say about SRE?

“Children need high-quality sex and relationships education so they can make wise and informed choices. We will... make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy.”

White Paper 2010: 'The Importance of Teaching'

What does OFSTED say about SRE?

“The purpose of SRE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.”

OFSTED 2006



SRE Guidance (2000)

At primary school, a graduated, age-appropriate programme of SRE should ensure that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

SRE Guidance (2000)

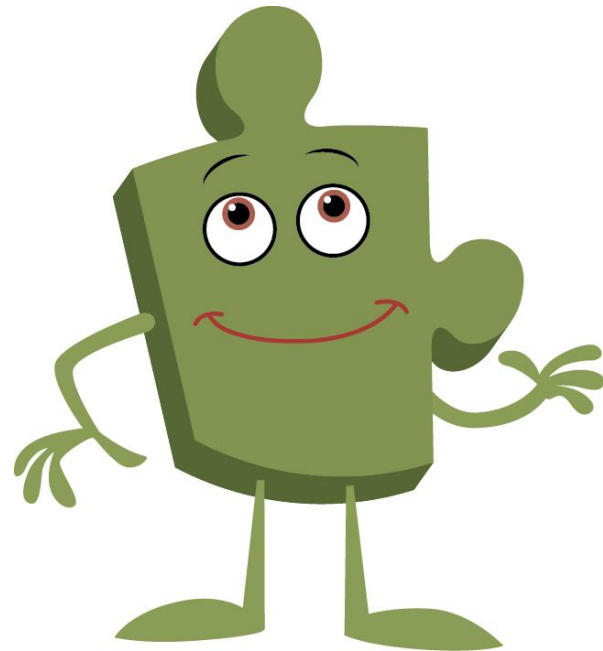
At primary school, a graduated, age-appropriate programme of SRE should ensure that all children:

- Develop confidence in expressing their feelings
- Are able to work with others
- Can protect themselves and support others
- Are prepared to discuss their bodies

However, parents/carers can withdraw their children from SRE taught in PSHE but not from Science

Government guidelines

- Non-statutory framework (2000)



- Updated by the PSHE Association (2013)

Health and Well-Being

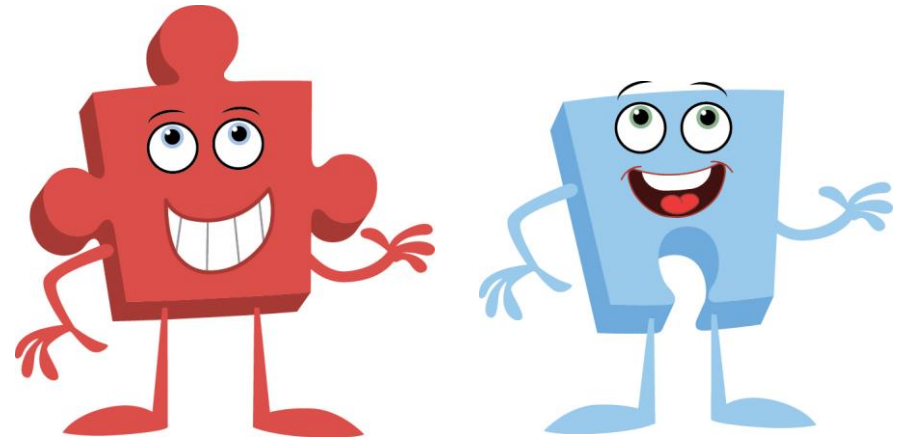
Relationships

Living in the wider world

Programmes of study

Pupils should be taught:

- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and well-being and to recognise sources of help with this



What SRE can achieve for 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 a sexual relationship, to keep themselves safe (without an unplanned pregnancy or sexually-transmitted infection)

Putting SRE into context

More than ever before, children are exposed to representations of sex and sexuality through the media and the social culture around them

Rates of STIs and teenage pregnancy in the UK are worryingly high – as is the regret felt by young people after early sexual experiences

Parents say they want the support of schools in providing SRE for their children

Research consistently shows that effective SRE delays first sexual experience and reduces risk taking

Surveys of children and young people have repeatedly told us SRE tends to be “too little, too late and too biological”



The consequences of failing to properly educate our children.

INKCINCT

What some people say about SRE

If you start SRE too young, it just destroys children's innocence and puts ideas into their heads

Children growing up today face more challenges than their parents did

It's the business of the school to teach facts rather than morals

The responsibility for educating children about sex and relationships should be shared between school and home

A lot of 11/12 year-olds are already sexually active

Science and PSHE – what's the difference?

Science Key Stage 1

- 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

PSHE Key Stage 1

- The names for the main parts of the body (including external genitalia) the similarities and difference between boys and girls
- how to maintain physical, mental and emotional health and well-being
- how to manage risks to physical and emotional health and well-being
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and well-being and to recognise sources of help with this

Science and PSHE – what's the difference?

Science Key Stage 2

- 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

PSHE Key Stage 2

- how their body will change as they approach and move through puberty
- about human reproduction
- **how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts**
- **how to recognise and manage emotions within a range of relationships**
- **how to recognise risky or negative relationships including all forms of bullying and abuse**
- **how to respond to risky or negative relationships and ask for help**
- **how to respect equality and diversity in relationships**

SRE in Jigsaw PSHE

Relationships

Families
Friendships
Love and Loss
Memories
Grief cycle
Safeguarding and keeping safe
Attraction
Assertiveness
Conflict
Own strengths and self-esteem
Cyber safety and social networking
Roles and responsibilities in families
Stereotypes
Communities

Changing Me

Life cycles
How babies are made / How they grow
My changing body / Puberty
Growing from young to old / Becoming a teenager
Assertiveness
Self-respect
Safeguarding
Family stereotypes
Self and body image
Attraction
Change / Accepting change
Looking ahead / Moving / Transition to secondary

SRE content by year group

Foundation Growing up: how we have changed since we were babies

Year 1 Boys' and girls' bodies; body parts

Year 2 Boys' and girls' bodies; body parts and respecting privacy

Year 3 How babies grow and how boys' and girls' bodies change as they grow older

Year 4 Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 Puberty for boys and girls, and conception

Year 6 Puberty for boys and girls and understanding conception to birth of a baby

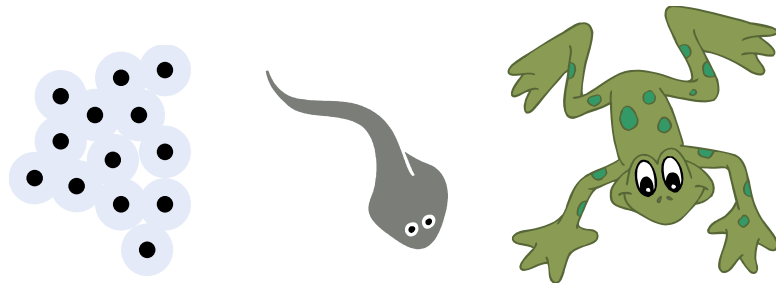
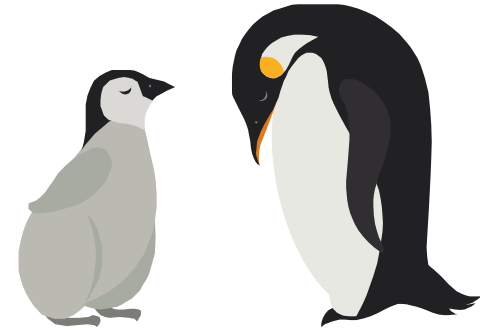
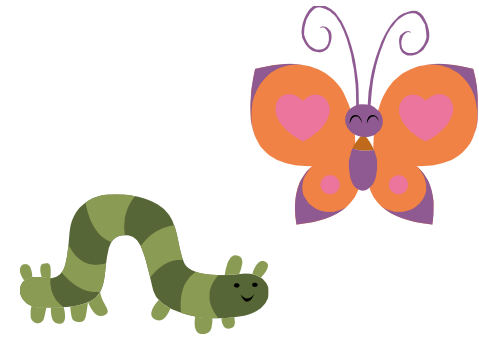
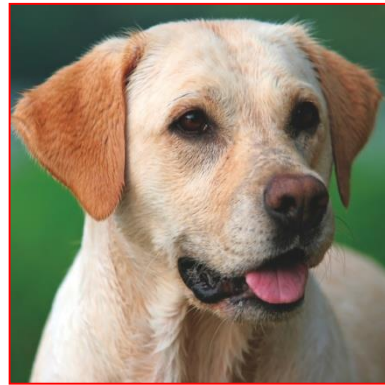
SRE in the Jigsaw PSHE scheme

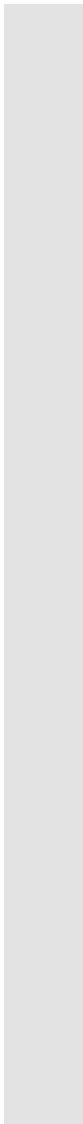
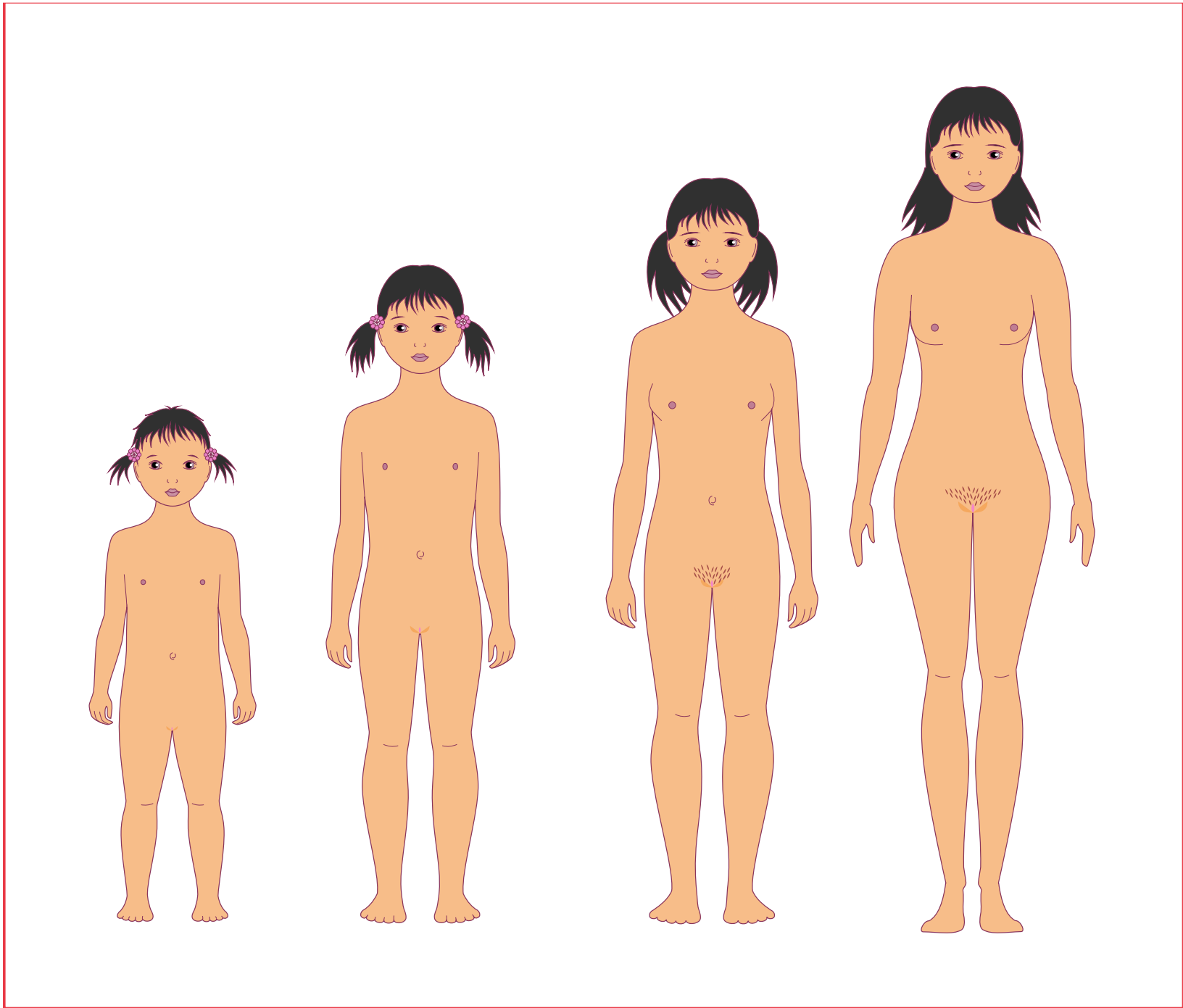
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

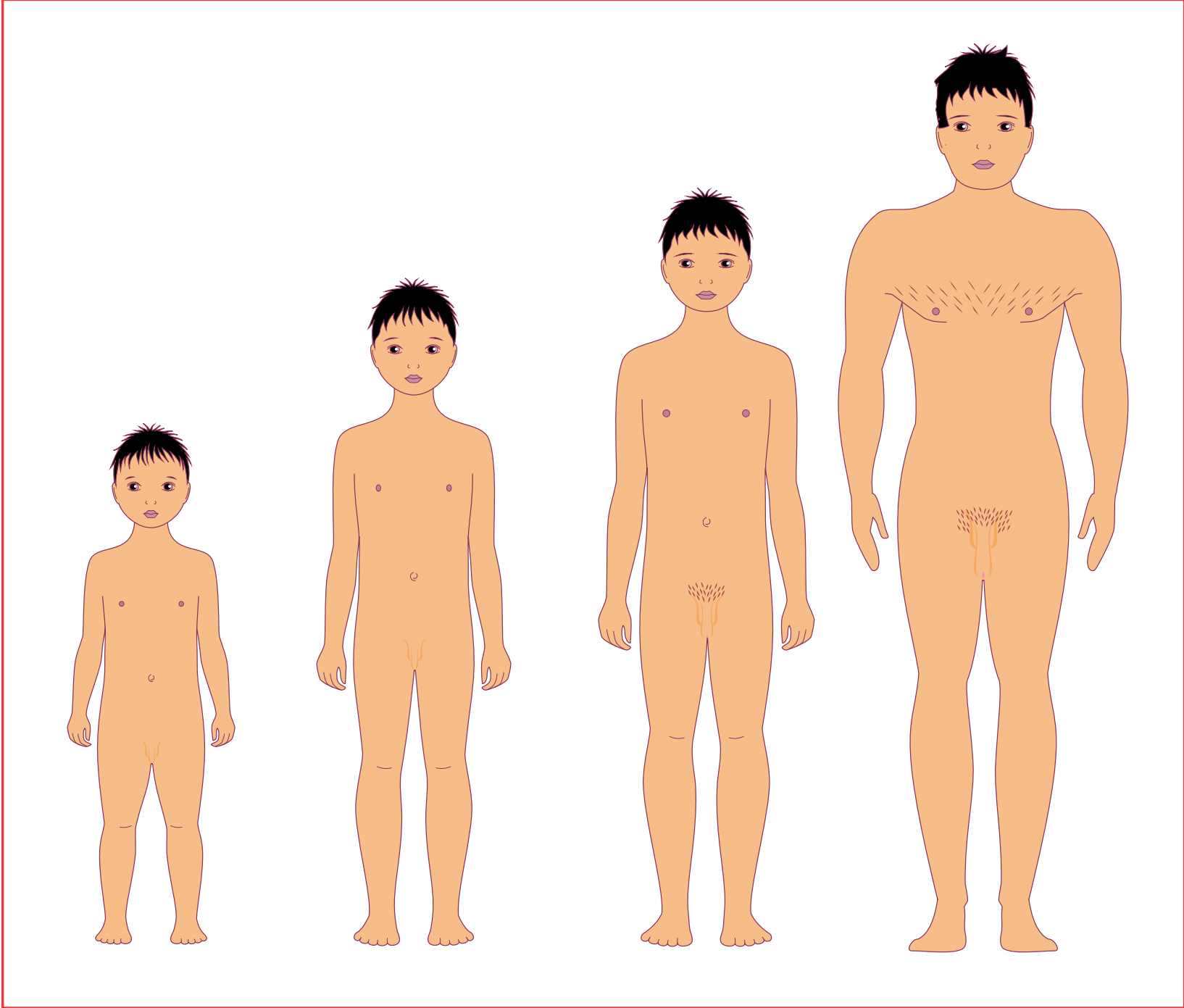
SRE in the Jigsaw PSHE scheme

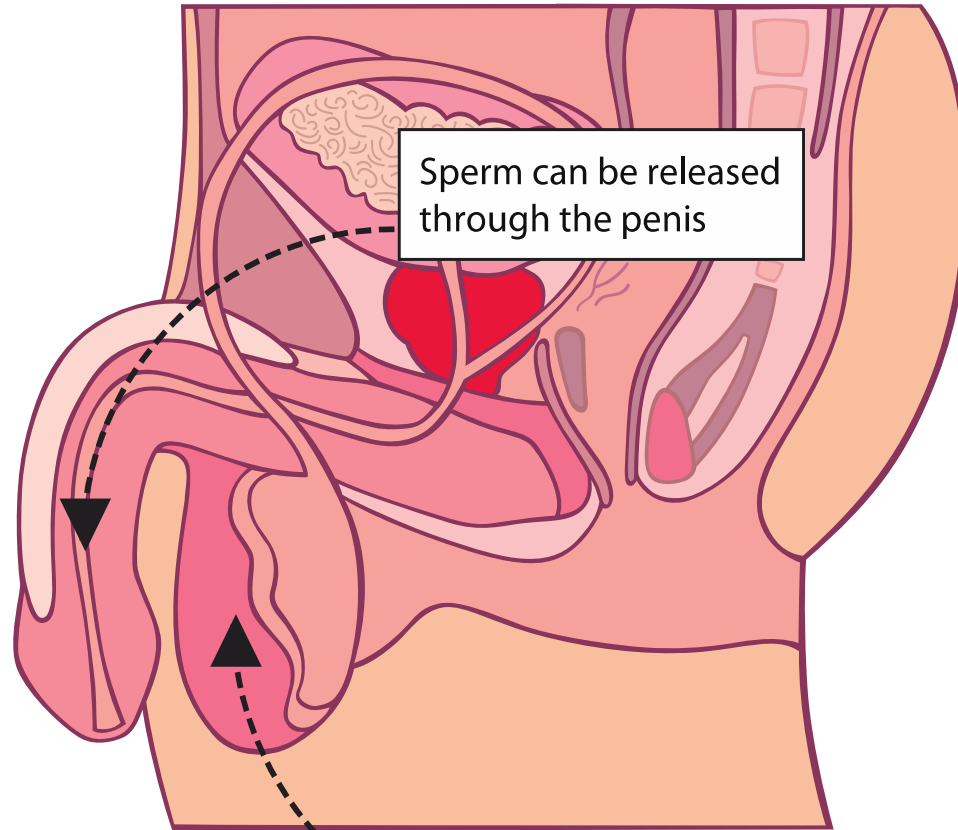
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

Supporting
material:
games,
activities,
pictures





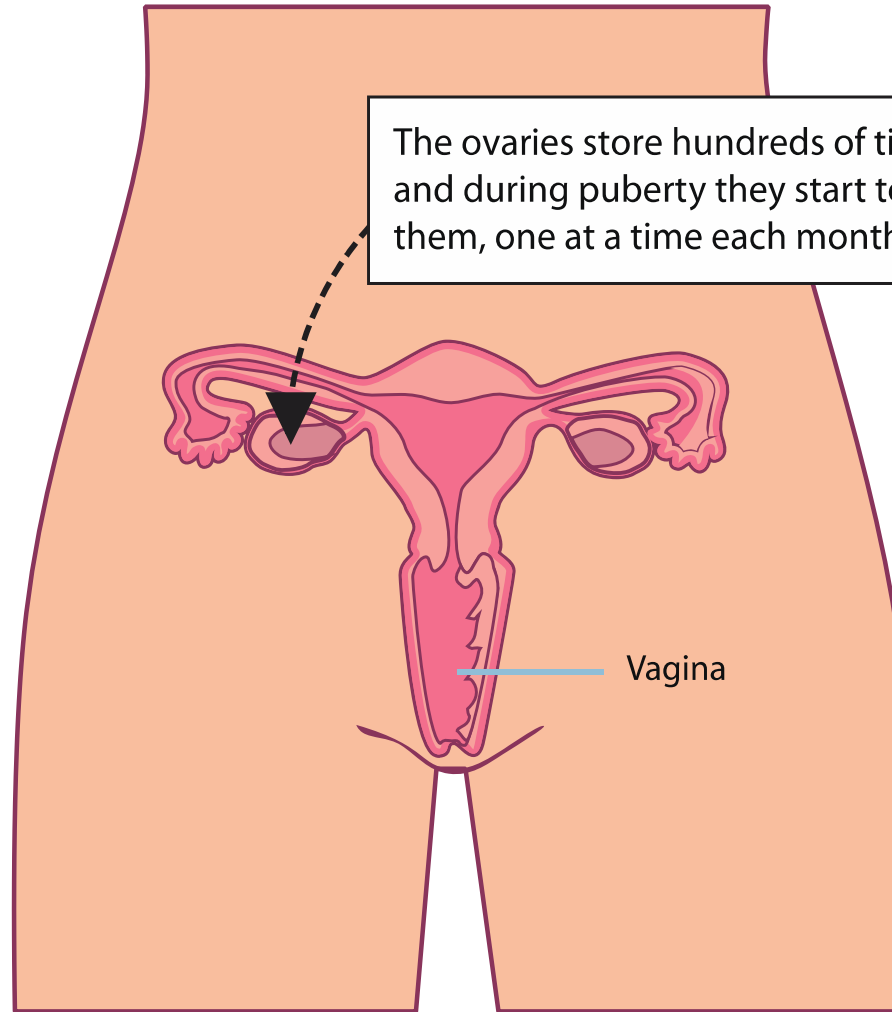




Sperm can be released through the penis

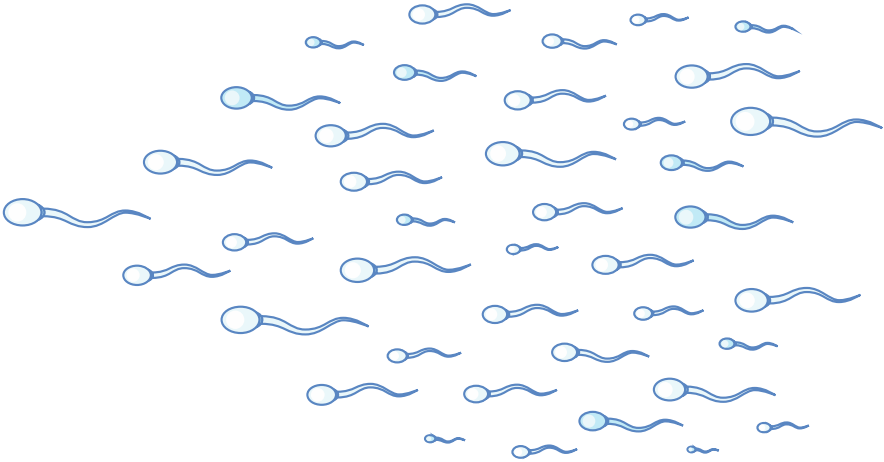
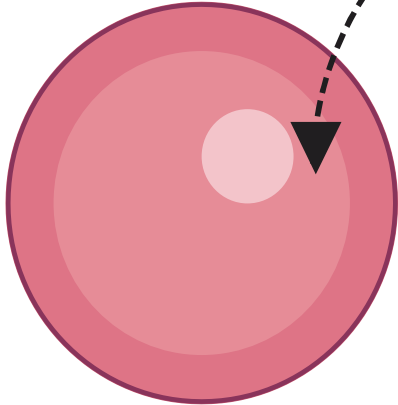
The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing

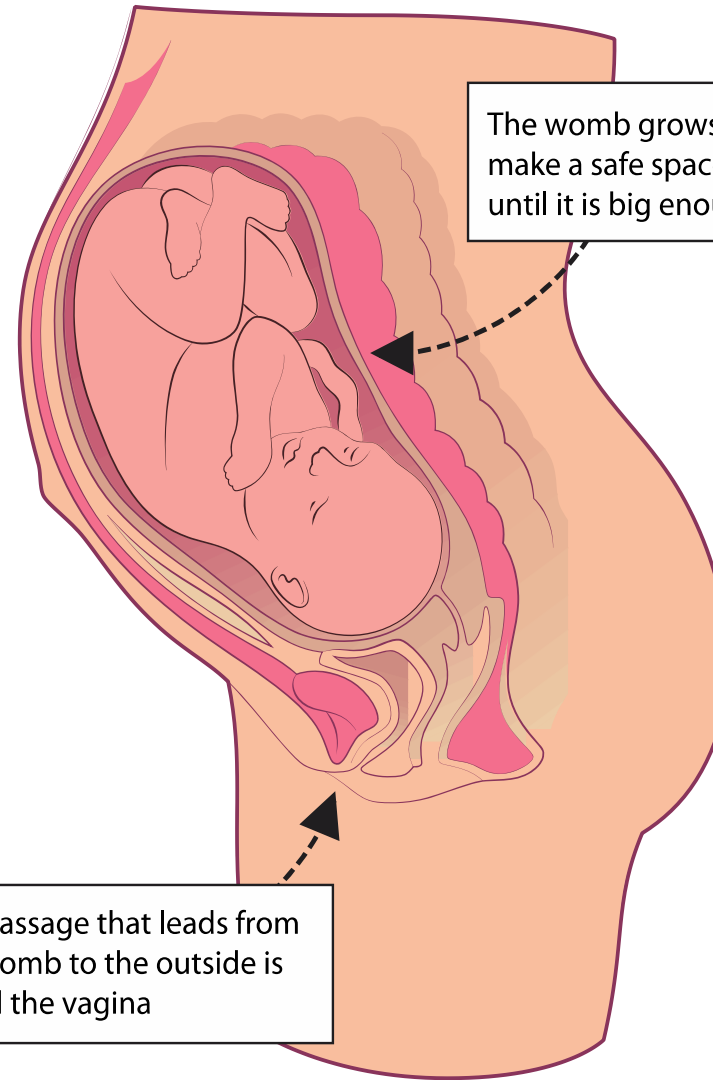
The ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month



Vagina

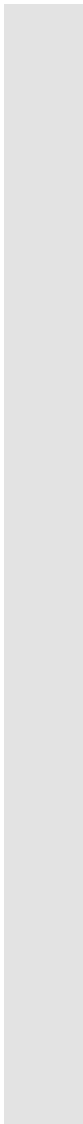
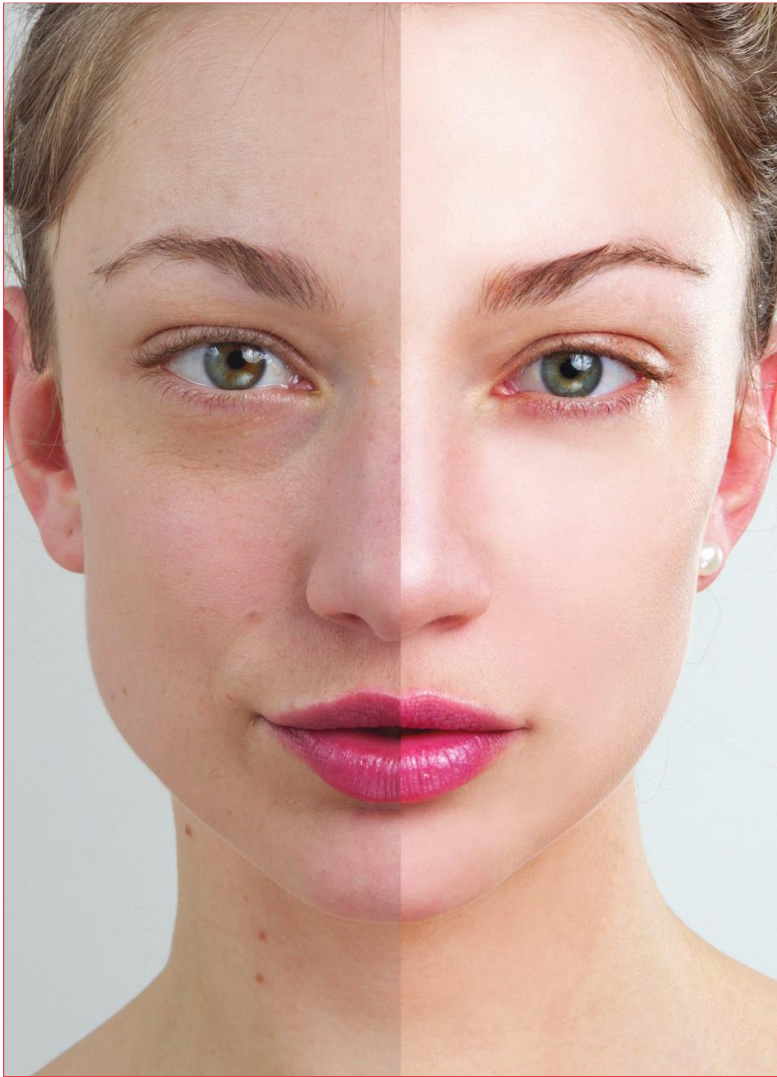
When one of these eggs joins with a sperm it will start to grow into a baby





The womb grows and gets ready to make a safe space for a baby to grow until it is big enough to be born

The passage that leads from the womb to the outside is called the vagina





Don't forget...

We are educating children and young people to live in the real world, with all its contradictions

When it comes to sex, children's heads are probably not empty – but they may be full of myths and half-truths

We mustn't let our adult knowledge of sex prevent us seeing things from the child's perspective

Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats