



NP/LL 13.06.19

**JIGSAW PROGRAMME**

Dear Parents/Carers,

In Summer 2, as part of our Jigsaw Programme, all children will complete an age appropriate puzzle piece called 'Changing Me'.

In this Jigsaw puzzle, materials are underpinned by existing DfE guidance on Sex and Relationships Education (SRE) (*Sex and Relationship Education Guidance, July 2000*), SRE supplementary guidance (*Sex Education Forum/Brook/ PSHE Association, March 2014*) preventing and tackling bullying (*Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies, July 2013*), Safeguarding (*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013*) and Equality (*Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013*).

SRE is defined as the lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (*Sex Education Forum, 1999*).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. SRE in our school sits within the school's values framework and that we consider it vital to do this work in partnership with parents and carers.

In line with Government Policy, SRE is age related throughout the school and the following grid shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number & Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct biological names for these: penis, testicles, vagina. Respect my body and understand which parts are private.
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct biological names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.



	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
	Piece 3 Girls & Puberty	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. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.



6	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty. Reflect on how I feel about asking the questions and about the answers I receive.
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.

We recognise that parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school, except for those parts included in Statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE Programme until the request for withdrawal has been removed.

For further information, we have attached a *Frequently Asked Questions about Sex and Relationships Education: A Guide for Parents and Carers*.

Yours faithfully,

Nikki Pollitt