

# Jigsaw SRE

For parents and carers



## What does the DfE say about SRE?

“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.”

*DfE 2020*

# SRE Guidance (2020)

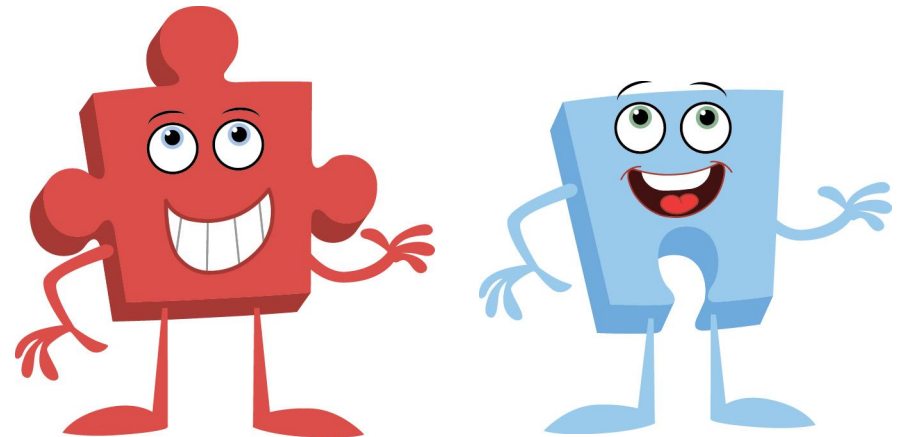
**At primary school, a graduated, age-appropriate programme of SRE should ensure that all children:**

- 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 (In accordance to the science national curriculum)
- Can protect themselves and ask for help and support
- Are prepared for puberty

# 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)

# 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

## Year 5 scheme of work:

Year 5:

**Puberty for girls** - Physical changes and feelings about them - the importance of looking after our bodies.

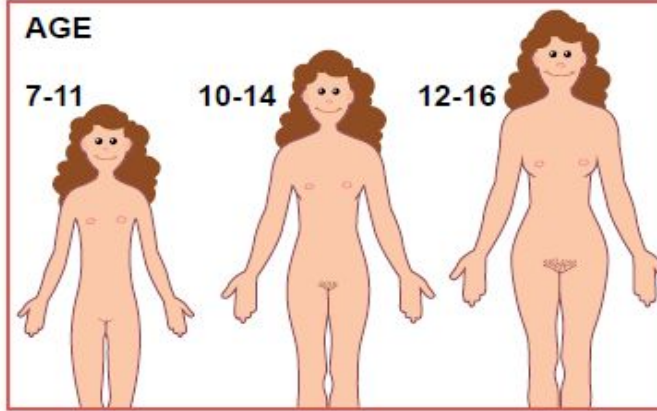
**Puberty for boys** - Developing understanding of changes for both sexes - reassurance and exploring feelings.

**Conception** - Understanding the place of sexual intercourse in a relationship and how it can lead to conception and a new life.

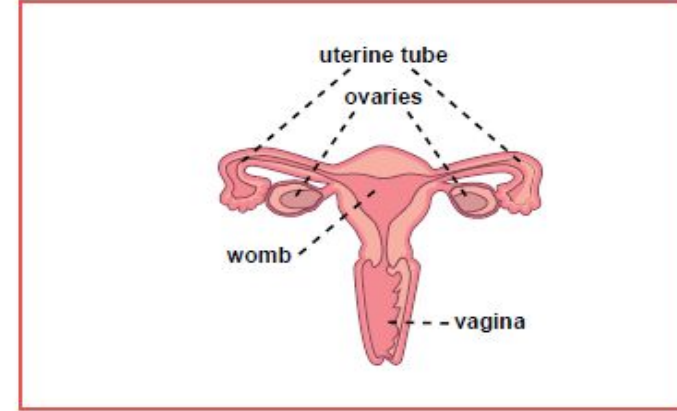


## Menstruation Card Sort/Sequence - Year 5 - Piece 2

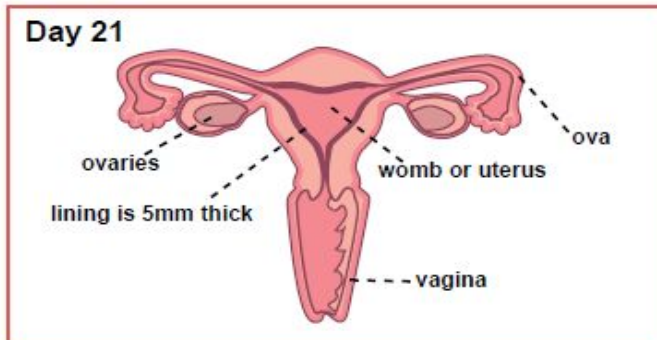
# Content for Year 5



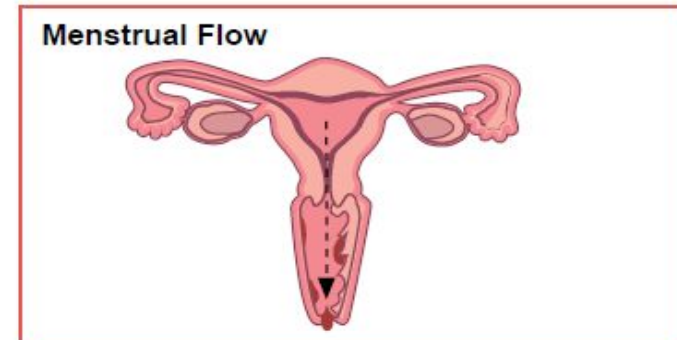
A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



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.



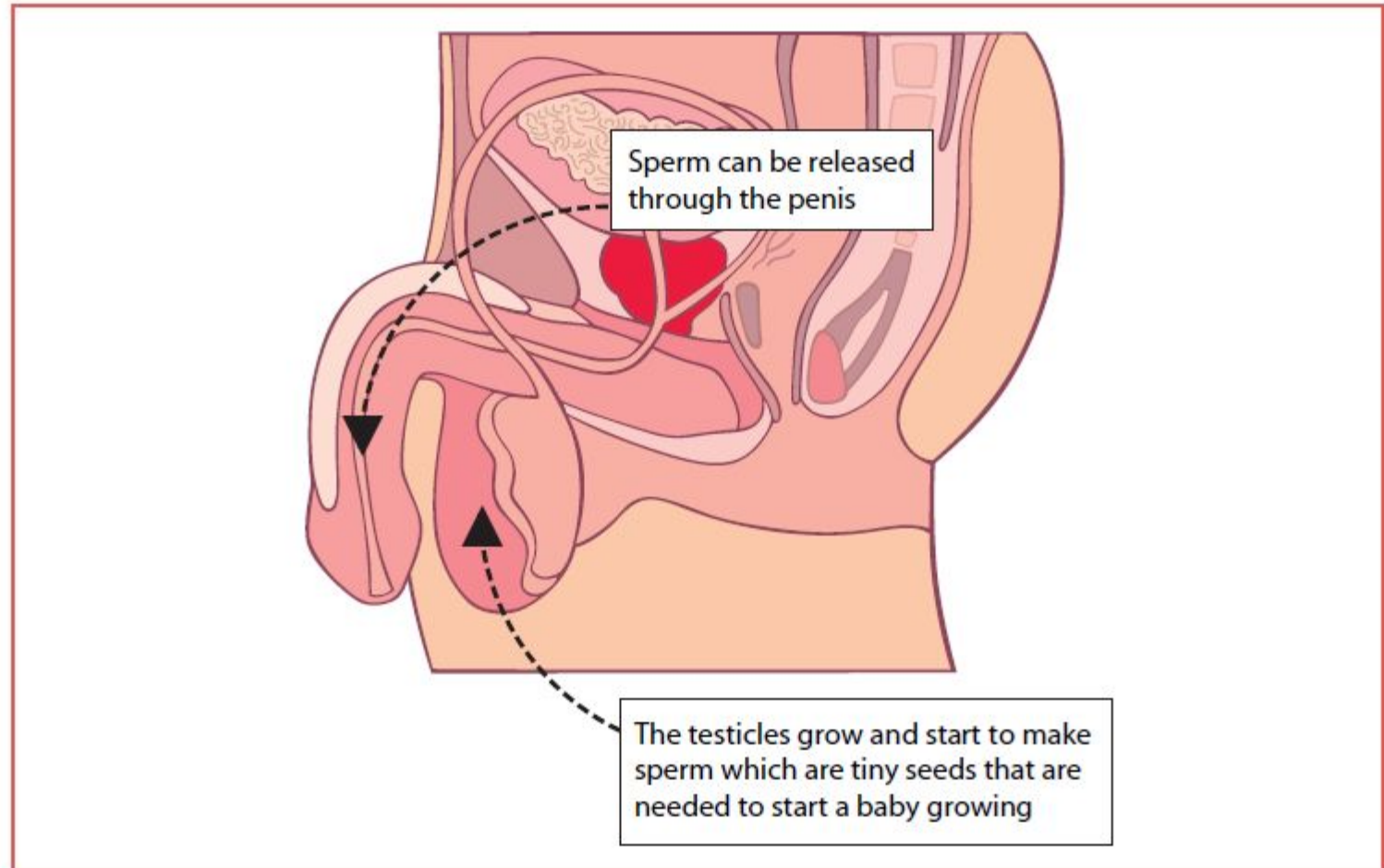
However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.



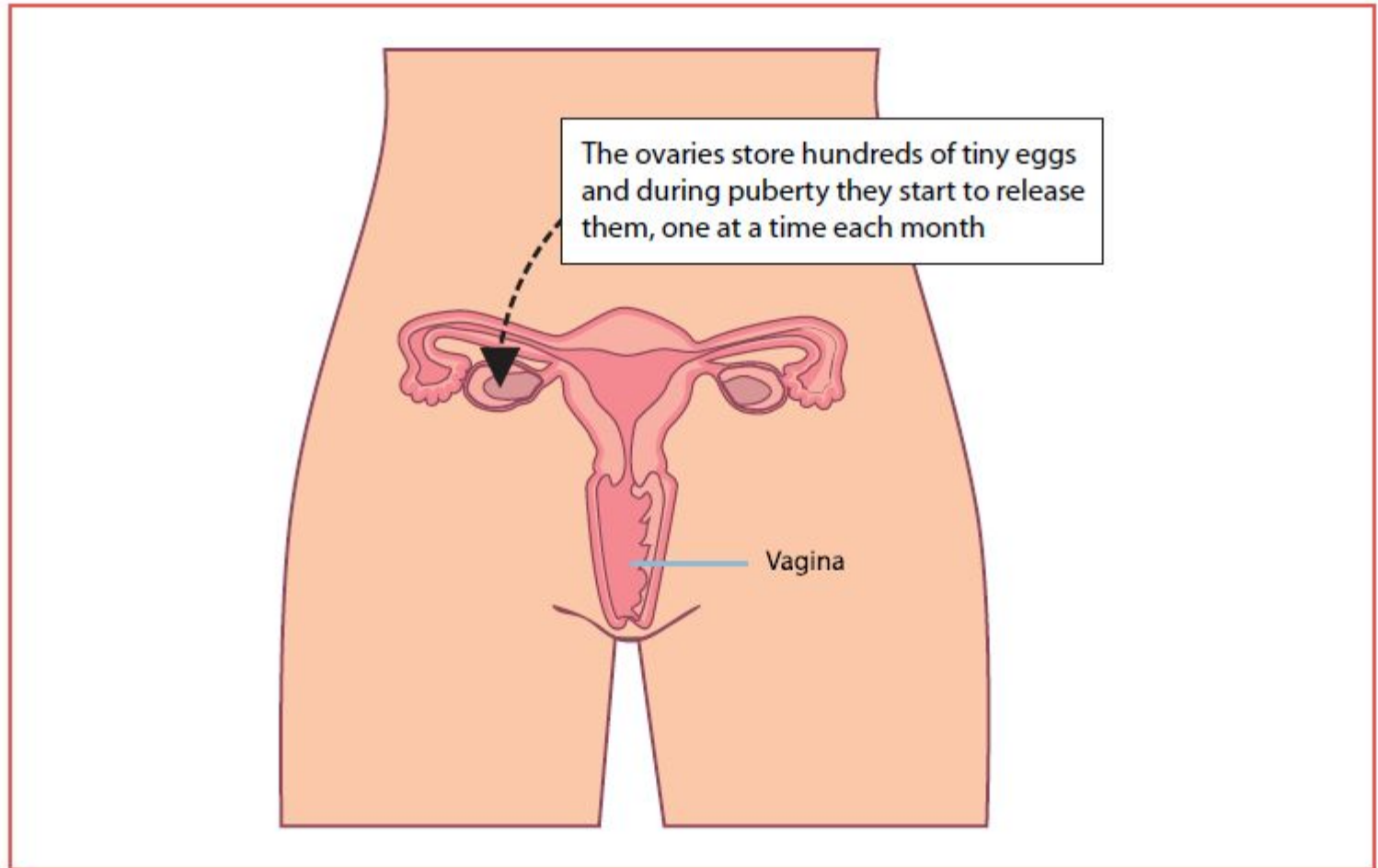
If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.



# Content for Year 5



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Don't forget...

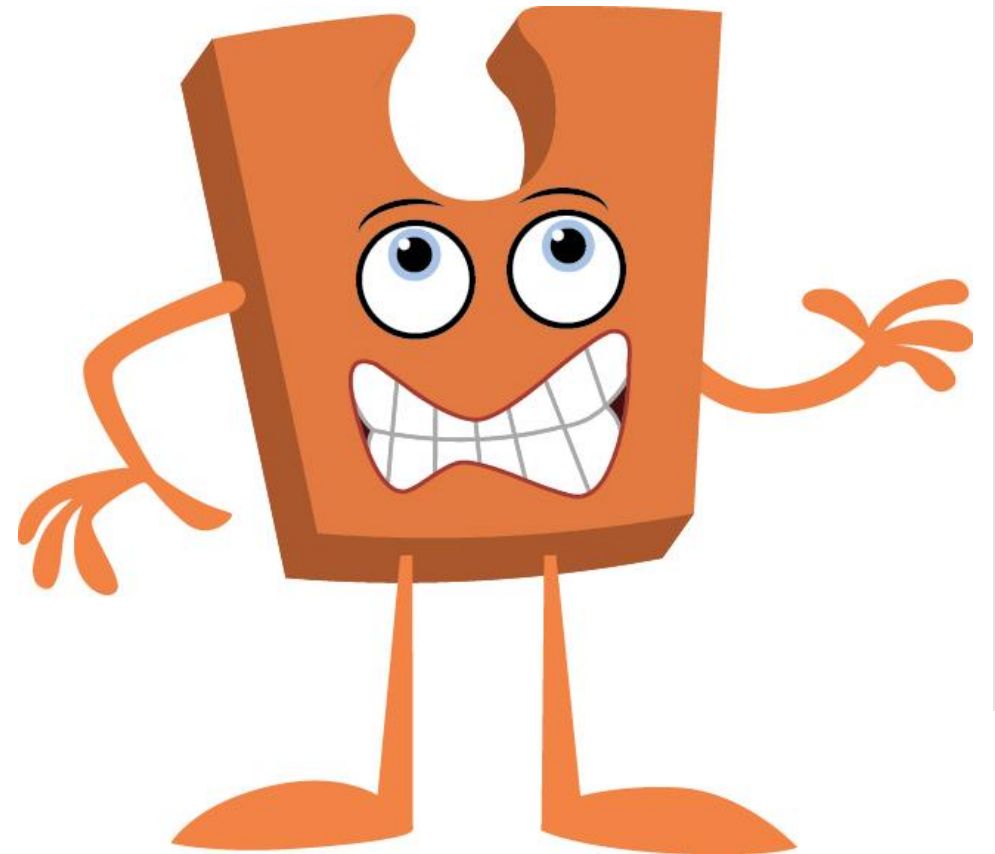
We are educating children and young people to live in the real world, with all its contradictions.

*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*

Questions





Thank you!