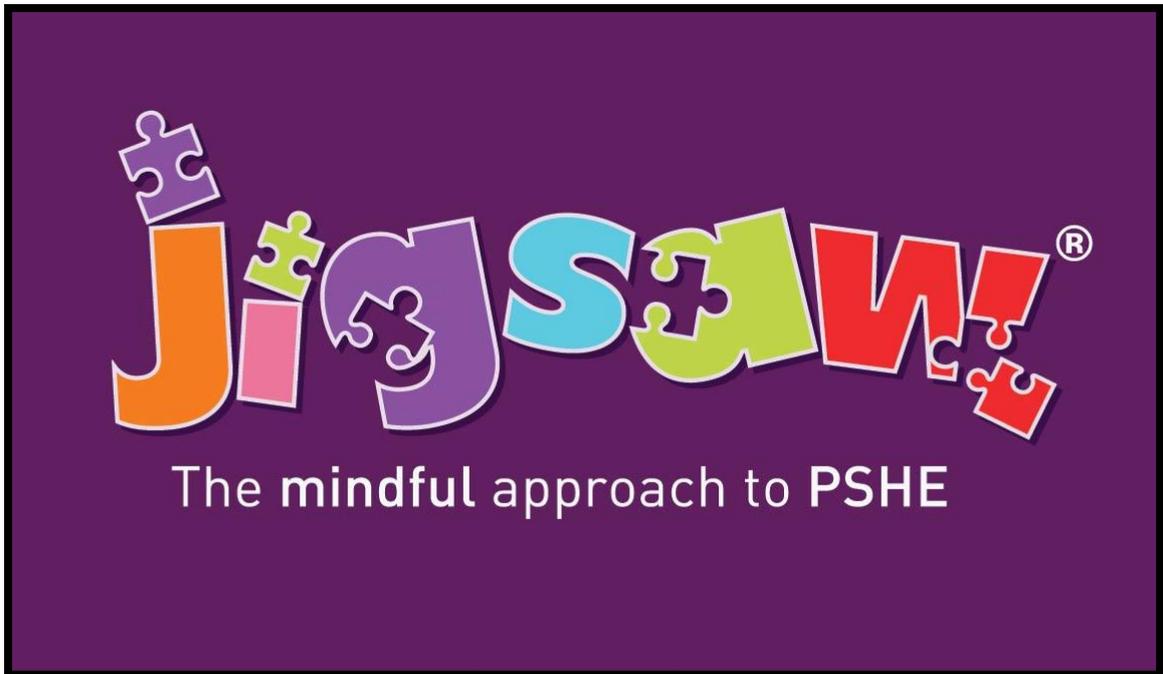


JIGSAW PSHE

Parent Overviews



2021/22

BARBY CHURCH OF ENGLAND PRIMARY SCHOOL

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Reception – Acorns Autumn Term

During the Autumn Term, we will be covering the Jigsaw themes ‘Being Me in My World’ and ‘Celebrating Difference’.

Autumn 1: Being Me in My World

Questions discussed
<ul style="list-style-type: none">• Do I understand how it feels to belong and that we are similar and different?• Can I can start to recognise and manage my feelings?• Can I can work together and consider other people’s feelings?• Do I understand why it is good to be kind and use gentle hands?• Am I starting to understand children’s rights and that this means we should all be allowed to learn and play?• Can we discuss what being responsible means?
Vocabulary toys, games, same, different, favourite, happy, sad, nervous, excited, smile, kindness, tidy, gentle hands, school rules, team.

Autumn 2: Celebrating Difference

Questions discussed
<ul style="list-style-type: none">• Can I identify something I am good at and understand everyone is good at different things?• Do I understand that being different makes us all special?• Do I recognise that we are all different but the same in some ways?• Can I tell you why I think my home is special to me?• Can tell you how to be a kind friend?• Do I know which words to use to stand up for myself when someone says or does something unkind?
Vocabulary Good, well, excellent, unique, same, different, accepting, home, family, make friends, kind, friends, no, please don’t do that.

Year 1/2 – Conkers Autumn Term

During the Autumn Term, we will be covering the Jigsaw themes ‘Being me in my World’ and ‘Celebrating Differences’.

Autumn 1: Being me in my World

Objectives discussed
<ul style="list-style-type: none">• Can I identify some of my hopes and fears for this year?• Do I recognise when I feel worried and know who to ask for help?• Do I understand the rights and responsibilities of being a member of my class and school?• Do I know how to help myself and others feel like we belong?• Can I listen to other people and contribute my own ideas about rewards and consequences?• Can I help make my class a safe and fair place?• Do I understand how following the Learning Charter will help me and others learn?• Can I work cooperatively?
Vocabulary Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, Learning Charter, problem-solving

Autumn 2: Celebrating Differences

Objectives discussed
<ul style="list-style-type: none">• Am I beginning to understand that sometimes people make assumptions about boys and girls (stereotypes)?• Do I understand some ways in which boys and girls are similar and feel good about this?• Do I understand some of the ways on which boys and girls are different and accept that this is OK?• Do I understand that bullying is sometimes about difference?• Can I explain how someone who is bullied feels?• Can I be kind to children who are bullied recognise what is right and wrong and know how to look after myself?• Do I know when and how to stand up for myself and others if I am being bullied?• Do I understand that it is OK to be different from other people and to be friends with them?• Do I understand that we shouldn't judge people if they are different from us?• Do I know how it feels to be a friend and have a friend?• Can I tell you some ways I am different from my friends?• Do I understand these differences make us all special and unique?
Vocabulary Boys, girls, similarities, assumptions, shield, stereotypes, differences, special, bully, purpose, kind, unkind, feelings, sad, lonely, help, on purpose, stand up for, male, female, diversity, kindness, fairness, friends, unique, value

Year 3/4 – Chestnuts Autumn Term

During the Autumn Term, we will be covering the Jigsaw themes ‘Being Me in My World’ and ‘Celebrating Difference’.

Autumn 1: Being Me in My World

Questions discussed
<ul style="list-style-type: none">• How do my attitudes and actions make a difference to the class team?• Why is it important to be included in a group?• How does it feel to be excluded?• Why should we try to make people feel welcome and valued?• Who is in my school community? What roles do they play?• How does democracy work through the school council?• How do my actions affect myself and others?• How do rewards and consequences motivate people’s behaviour?• How do groups come together to make decisions?• How does democracy and having a voice benefit the school community?
Vocabulary included, excluded, welcome, valued, role, job description, school community, responsibility, rights, responsibilities, democracy, reward, consequence, democratic, decisions, rights, responsibilities, voting, democracy, authority, role, contribution, observer, decisions, choices, democracy, UN Convention on Rights of Child Learning

Autumn 2: Celebrating Difference

Questions discussed
<ul style="list-style-type: none">• Why can we make assumptions based on what people look like?• Why should we accept people for who they are?• What influences me to make assumptions based on how people look? Gender, age, skin colour, physical disabilities• Why do I think what I do about other people? Considering gender stereotypes, perceived limitations of disabilities, perceived restrictions of age• Why is bullying sometimes hard to spot?• What do I do if I think bullying is going on but I’m not sure?• How might it feel to be a witness to and a target of bullying?• Why might witnesses sometimes join in with bullying and sometimes don’t tell?• What is special about me? How am I unique? Why should I respect the unique features of my physical appearance?• Has my first impression of someone changed when I got to know? Why it is good to accept people for who they are?
Vocabulary Character, assumption, judgement, surprised, different, appearance, accept, assumption, influence, appearance, opinion, attitude, judgement, bullying, friend,, secret deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, special, unique, different characteristics, physical features, impression, changed

Year 5/6 – Oaks Autumn Term

During the Autumn Term, we will be covering the Jigsaw themes ‘**Being Me in My World**’ and ‘**Celebrating Difference**’.

Please be aware that topics and themes may arise from class discussion which is outside the content specifically specified for these terms. Questions and themes may be discussed if they fall within the Year 6 PSHE or wider curriculum, however, in some instances discussion will be directed home so parents and carers can choose how they approach these with their children.

Autumn 1: Being Me in My World

Questions discussed
<ul style="list-style-type: none">• How can I identify my goals for this year, understand my fears and worries about the future, and know how to express them?• What are the universal rights for all children? How do my wants and needs compare to children in different communities?• How do my actions affect other people globally and locally?• How can I make choices about my own behaviour because I understand how consequence and rewards feel? How do my actions affect myself and others? How can I show I care about other people’s feelings and try to empathise with them?• How can an individual’s behaviour impact on a group?• How does democracy and having a voice benefit the school community?
Vocabulary goals, worries, fears, value, welcome, choice, rights, community, education, wants, needs, empathy, comparison, opportunities, behaviour, rights, responsibilities, reward, consequences, obstacles, cooperation, collaboration, legal, illegal, lawful, participation, motivation, democracy, decision, proud

Autumn 2: Celebrating Difference

Questions discussed
<ul style="list-style-type: none">• Why are there different perceptions about what normal means? This lesson will include examples of prejudice and discrimination: the death of 6 million Jews in Europe in the Second World War, slavery in the 1800s in America and Britain and same-sex marriage.• How could being different affect someone’s life? How can I have the right attitude towards people who are different? This lesson will include a discussion about one of the first transgender people in the UK.• How can one person or a group have power over another? How does it feel to be excluded or treated badly by being different?• What are the reasons for people using bullying behaviours? What strategies can I use to manage my feelings and problem-solve in bullying situations?• Can I name people with disabilities who lead amazing lives? How can I appreciate people for who they are?• How can conflict be a source of conflict and a cause for celebration? How can I show empathy for people in either situation? This lesson will include discussion about scenarios involving differences of race, religion, disability, gender, sexuality and age.

Vocabulary

normal, ability, disability, visual impairment, empathy, perception, medications, vision, blind, male, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, control, harassment, bullying, direct, indirect, argument, recipient, celebration, difference, conflict

Reception – Acorns Spring Term

During the Spring Term, we will be covering the Jigsaw themes ‘**Dreams and Goals**’ and ‘**Healthy Me**’.

Spring 1: Dreams and Goals

Questions discussed
<ul style="list-style-type: none">• Do I understand that if I persevere I can tackle challenges?• Can I tell you about a time I didn't give up until I achieved my goal?• Can I set a goal and work towards it?• Can I use kind words to encourage people?• What is the link between what I learn now and the jobs I might like to do when I am older?• How do I say how I feel when I achieve a goal?• Do I know what it means to feel proud?
Vocabulary Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage

Spring 2: Healthy Me

Questions discussed
<ul style="list-style-type: none">• Do I understand that I need to exercise to keep my body healthy?• Do I know which foods are healthy and not so healthy?• Can I make healthy eating choices?• Do I know what the word ‘healthy’ means?• Can I explain that some foods are healthier than others?• Do I know how to help myself go to sleep?• Do I understand why sleep is good for me?• Can I wash my hands thoroughly?• Do I understand why this is important especially before I eat and after I go to the toilet?• Do I know what a stranger is and how to stay safe if a stranger approaches me?
Vocabulary Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust

Year 1/2 – Conkers Spring Term

During the Spring Term, we will be covering the Jigsaw themes ‘Dreams and Goals’ and ‘Healthy Me’.

Spring 1: Dreams and Goals

Objectives discussed
<ul style="list-style-type: none">• Can I choose a realistic goal and think about how to achieve it?• Can I talk about things I have achieved and say how that makes me feel?• Do I persevere even when I find tasks difficult?• Can I name some of my strengths as a learner?• Do I recognise who it is easy for me to work with?• Do I understand how working with other people can help me learn?• Can I work cooperatively in a group to create an end product?• Can I explain some of the ways I worked in a group?• Can I work with others to solve problems?• Can I express how it feels to work with a group?• Do I know how to share success with other people?• Do I know how contributing to the success of a group feels and am I able to store these feelings in my internal treasure chest (proud)?
Vocabulary Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, partner, teamwork, product, group, problem solve.

Spring 2: Healthy Me

Objectives discussed
<ul style="list-style-type: none">• Do I know what I need to keep my body healthy?• Am I motivated to make healthy lifestyle choices?• Can I show or tell what relaxed means?• Do I know some of the things that make me feel relaxed and some that make me feel stressed?• Can I explain when a feeling is weak and when it is strong?• Do I understand how medicines work in my body and how important it is to use them safely?• Do I feel positive about caring for my body and keeping it healthy?• Can I sort foods into the correct food groups and know which foods my body needs every day to keep me healthy?• Do I have a healthy relationship with food and know which foods I enjoy the most?• Can I make some healthy snacks and explain why they are good for my body?• Can I express how it feels to share healthy food with my friends?• Can I decide which foods to eat to give my body energy?

Vocabulary

Energy, fuel, nutritious, healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion.

Year 3/4 – Chestnuts Spring Term

During the Spring Term, we will be covering the Jigsaw themes ‘Dreams and Goals and ‘Healthy Me.

Spring 1: Dreams and Goals

Questions discussed
<ul style="list-style-type: none">• What are my hopes and dreams?• What does it feel like to have hopes and dreams?• What happens when hope and dream no not come true?• What does it feel like to be disappointed?• How can I counteract disappointment?• How can I cope with my own disappointment and how can I help others with theirs?• How can I set new goals when my plans have not worked? What is it to be resilient?• What steps will help me achieve my goals?• What does it feel like to be part of a group?
Vocabulary Dream, hope, goal, determination, perseverance, resilience, positive, attitude, hopes, disappointment, fears, hurt, positive experiences, plans, cope, help, self-belief, motivation, perseverance, determination, commitment, team work, enterprise, design, cooperation

Spring 2: Healthy Me

Questions discussed
<ul style="list-style-type: none">• How are different friendship groups formed? How do I fit into friendship groups?• How do I feel about my friends and my different friendship groups?• Why might people make assumptions based on what people look like?• Who takes on the roles of leaders or followers in a group?• How do different people and groups impact on me? Who are the people I most want to be friends with?• What are facts about smoking and its effects on health? Smoking makes a person’s belongings, clothes, hair and breath smell. It can make a person’s teeth go yellow. Smokers are more likely to get health problems with their hearts and lungs, get more wrinkles and skin aging than non-smokers and affects their taste and smell. The addictive drug in cigarettes is nicotine. E-cigarettes/vaping is still risky for a person’s health, and breathing in other people’s smoke (passive smoking) can damage health too.• Why do some people start to smoke? Negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from others and myself.• What are the facts about alcohol and its effects on health, particularly the liver?• What are the reasons some people drink alcohol? Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from others and myself. Moderation is discussed.• How do I know when people are putting me under pressure? How can I resist peer pressure?• How can I identify feelings of anxiety and fear associated with peer pressure?

- How can I know myself well enough to have a clear picture of what I believe is right and wrong?
- How can I tap into my inner strength and know how to be assertive?

Vocabulary

Friendships Emotions Healthy Relationships Friendship groups Value Friendship groups Roles Leader Follower Assertive Agree / disagree Smoking Vaping Pressure Peers Guilt Advice Alcohol Liver Disease Pressure Peers Anxiety Fear Believe Assertive Opinion Right Wrong

Year 5/6 – Oaks Spring Term

During the Spring Term, we will be covering the Jigsaw themes ‘**Dreams and Goals**’ and ‘**Healthy Me**’.

Spring 1: Dreams and Goals

Questions discussed
<ul style="list-style-type: none">• Do I know my learning strengths and set challenging but realistic goals for myself?• Do I understand why it is important to stretch the boundaries of my current learning?• Can I work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these?• Can I set success criteria so that I will know whether I have reached my goal?• Can I identify problems in the world that concern me and talk to other people about them?• Can I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations?• Can I work with other people to help make the world a better place?• Can I empathise with people who are suffering or who are living in difficult situations?• Can I describe some ways in which I can work with other people to help make the world a better place?• Can I identify why I am motivated to make the world a better place?• Do I know what some people in my class like or admire about me?• Can I accept praise?• Can I give praise and compliments to other people when I recognise their contributions and achievements?
Vocabulary Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.

Spring 2: Healthy Me

Questions discussed
These questions form the basis weekly PHSE lessons. <ul style="list-style-type: none">• Do I know the health risks of smoking?• Can I explain how tobacco affects the lungs, liver and heart?• Do I know how to make an informed decision about whether or not I choose to smoke and know how to resist pressure?• Do I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart?• Do I know how to make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure?• Do I know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations?• Do I know how to keep myself calm in emergencies?• Do I understand how the media, social media and celebrity culture promotes certain body types?

- **Can I reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am?**
Discussion of photoshopping and airbrushing and how this can create an unrealistic ideal
- **Can I describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures?**
- **Do I respect and value my body?**
- **Do I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy?**
- **Can I be motivated to keep myself healthy and happy?**

These objectives will be covered by Year 6 only.

- **Can I take responsibility for my health and make choices that benefit my health and well-being?**
- **Am I motivated to care for my physical and emotional health?**
Discussion on vaccination and the benefits, also a discussion of why people may choose not to
- **Do I know about different types of drugs and their uses and their effects on the body particularly the liver and heart?**
Discussion on the different types of drugs:
Unrestricted drugs e.g. caffeine
Restricted e.g. alcohol, tobacco, e-cigarettes/vaping, some over-the counter medications, solvents (e.g. some glues, paint thinners, gases like butane, poppers, nitrous oxide/ laughing gas)
Prescribed e.g. asthma medication, insulin, anti-allergy medicines, anti-depressants, amphetamines, steroids
Illegal e.g. heroin, cocaine, ecstasy (MDMA), LSD, spice, magic mushrooms, ketamine, PCP, GHB
- **Can I find ways to be happy and cope with life's situations without using drugs?**
- **Do I understand that some people can be exploited and made to do things that are against the law?**
- **Can I suggest ways that someone who is being exploited can help themselves?**
Discussion of gangs and possible links to crime, peer pressure, define 'gang', which are safe and unsafe
- **Do I know why some people join gangs and the risks this involves?**
- **Do I know some strategies I could use to avoid being pressurised?**
- **Do I understand what it means to be emotionally well and explore people's attitudes towards mental health/illness?**
- **Do I know how to help myself feel emotionally healthy and recognise when I need help with this?**
- **Do I recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse?**
- **Do I know and use different strategies to manage stress and pressure?**

Vocabulary

Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level headed, Body, Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure

Reception – Acorns Summer Term

During the Summer Term, we will be covering the Jigsaw themes '**Relationships**' and '**Changing Me**'.

Summer 1: Relationships

Questions discussed
<ul style="list-style-type: none">• Can I identify some of the jobs I do in my family?• Do I know how to make friends to stop myself from feeling lonely?• Can I think of ways to solve problems and stay friends?• Do I understand the impact of unkind words?• Can I use Calm Me Time to manage my feelings?• Do I know how to be a good friend?• Do I know that some part of my body are private? NSPCC Pantasaurus used to introduce the idea of private areas, what is in your 'pants' is private
Vocabulary Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing

Summer 2: Changing Me

Questions discussed
<ul style="list-style-type: none">• Can I name parts of the body?• Can I name some of the things I can do to be healthy?• Can I name foods I can eat to be healthy?• Do I understand that we all grow from babies to adults?• Can I express how I feel about moving to Year 1?• Can I talk about how I feel about my worries about being in Year 1?• Can I talk the things I am looking forward to about being in Year 1?• Can I share my memories of the best bits of this year in Reception?
Vocabulary Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories

Year 1/2 – Conkers Summer Term

During the Summer Term, we will be covering the Jigsaw themes ‘Relationships’ and ‘Changing Me’.

Summer 1: Relationships

Questions discussed

- Can I identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate?
- Can I accept that everyone’s family is different and understand that most people value their family?
- Do I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not?
- Do I know which types of physical contact I like and don’t like and am able talk about this?

It will be emphasised that touch is an important part of relationships but that any physical contact with others should respect their wishes and ours. Children told its OK to speak up when we don’t like being touched in a certain way.

- Can I identify some of the things that cause conflict with my friends?
- Can I demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends?
- Do I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret?
- Do I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this?
- Can I recognise and appreciate people who can help me in my family, my school and my community?
- Do I understand how it feels to trust someone?
- Can I express my appreciation for the people in my special relationships?
- Am I comfortable accepting appreciation from others?

Vocabulary

Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate

Summer 2: Changing Me

Questions discussed

- Can I recognise cycles of life in nature?
- Do I understand there are some changes that are outside my control and to recognise how I feel about this?
- Can I talk about the natural process of growing from young to old and understand that this is not in my control?
- Can I identify people I respect who are older than me?

- **Do I recognise how my body has changed since I was a baby and where I am on the continuum from young to old?**
- **Do I feel proud about becoming more independent?**
- **Can I recognise the physical differences between boys and girls?**
- **Can I use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private?**
- **Can I talk about what I like/don't like about being a boy/girl?**

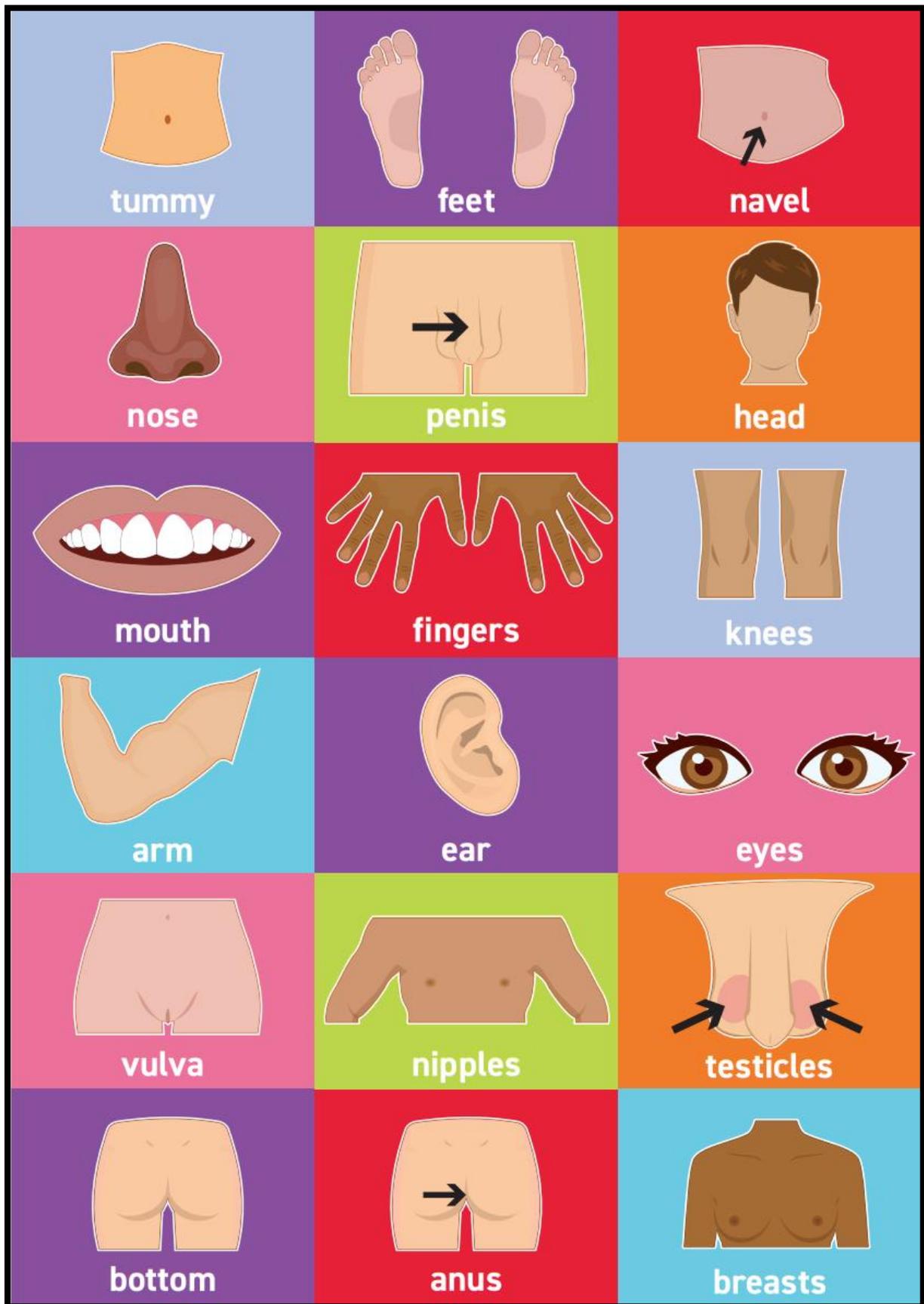
Children are introduced to the correct names for male and female body parts. Discussion on these parts being private. Brief mention of everyone being born male or female but body parts are just one way to tell the difference between boys and girls. Discussion of gender stereotypes.

- **Do I understand there are different types of touch?**
- **Can I talk about which touches I like and don't like?**
- **Can I be confident saying what I like and don't like and ask for help?**
- **Can I identify what I am looking forward to when I move to my next class?**
- **Can I think of any changes I will make in my next year at school and know how to go about this?**

Vocabulary

Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.

Content and images used



Year 3/4 – Chestnuts Summer Term

During the Summer Term, we will be covering the Jigsaw themes “Relationships” and “Changing Me”.

Summer 1: Relationships

Questions discussed
<ul style="list-style-type: none">• What situations can cause jealousy in relationships?• What feelings are associated with jealousy?• How do I show love for someone and express why they are special to me?• How do most people feel when they lose someone or something they love? Loss and death, including the loss of a pet. Change of circumstance causing loss – moving house etc.• What is special about a person you no longer see? Memory boxes and mementos to remember the person – death/loss through moving away• What happens when friendships change?• How can you make new friends?• What happens when I fall out with my friends?• How can I stand up for myself?• How do we negotiate and compromise?• What does having a boyfriend/girlfriend mean? Understanding it is a special relationship for when the child is older, brief reference to same sex couple, mixed race couples• How can I avoid feeling pressured to have a boyfriend/girlfriend?
Vocabulary Relationship Close Jealousy Problem-solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression Souvenir Memento Memorial Loss Memories Special Remember Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable

Summer 2: Changing Me

Questions discussed
<ul style="list-style-type: none">• Where do my personal characteristics come from? Birth parents, discussion of genes, half from each parent. This happens because I am made from the joining of their egg and sperm.• Do I understand what responsibilities there are in parenthood and the joy it can bring?• Can I identify what has influenced my life and what might influence the lives of other people?• Do I understand that having a baby is a personal choice?• Can I express how I feel about having children when I am an adult?• Do I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies?• Can I identify how boys’ and girls’ bodies change on the outside during this growing up process?

- **Can I recognise how I feel about these changes happening to me and do I know how to cope with those feelings?**

The idea of puberty is introduced. Physical changes discussed such as pubic hair, breasts developing, hips widening, penis and testicles getting larger. Discussion of changes which can and can't be controlled.

- **How can I cope with the physical and emotional changes?**
- **What is the circle of change?**
- **How can I apply the circle of change to changes I want to make?**
- **How can I show confidence to make changes that will benefit me?**
- **What changes have been and may continue to be outside my control?**
- **How can I express my fears and concerns about changes outside my control?**

Focus on environmental changes

- **What am I looking forward to when I move to a new class?**
reflect on the changes I would like to make next year and can describe how to go about this
- **What changes would I like to make next year?**
- **How can go about making these changes?**

Year 4 only

- **How does a girl's body change in order for her have babies when she is an adult?**

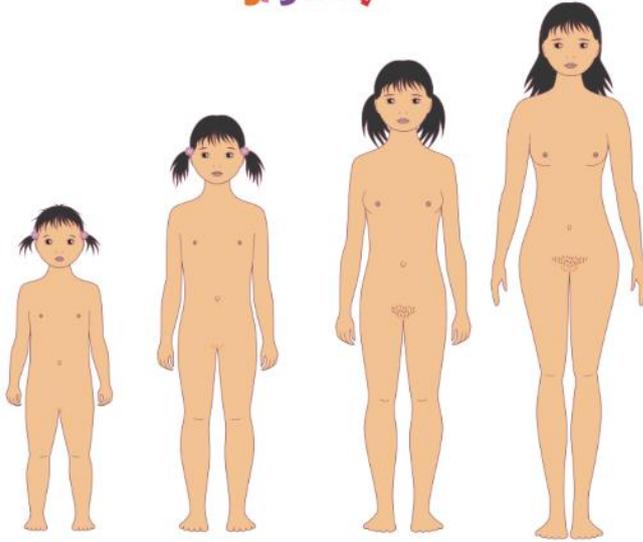
Visible changes and menstruation (having periods), looking at sanitary products as well as spot creams etc.

Vocabulary

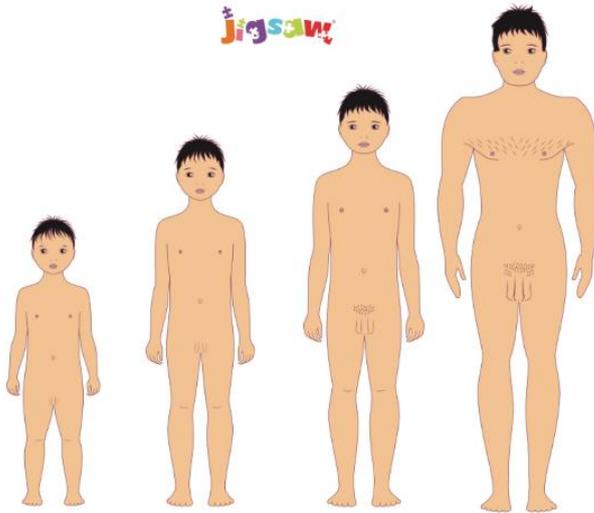
personal unique characteristics parents Feelings Responsibilities Carers Characteristics Language Mannerisms Influence fertilise conception puberty menstruation periods circle seasons change control penis testicles breasts facial hair

Content and Images Used

Jigsaw

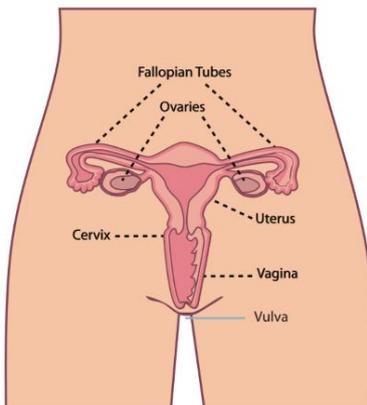


Jigsaw



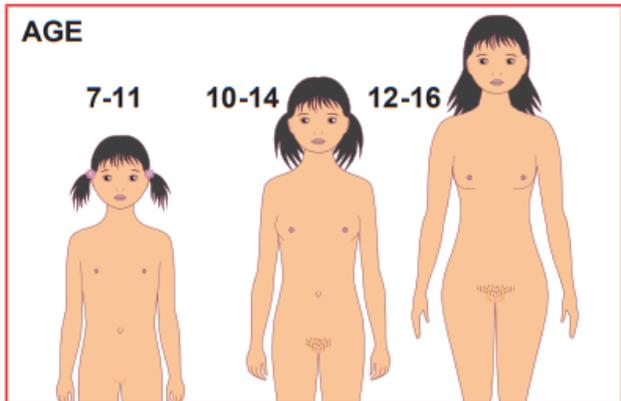
Year 4 only

Jigsaw

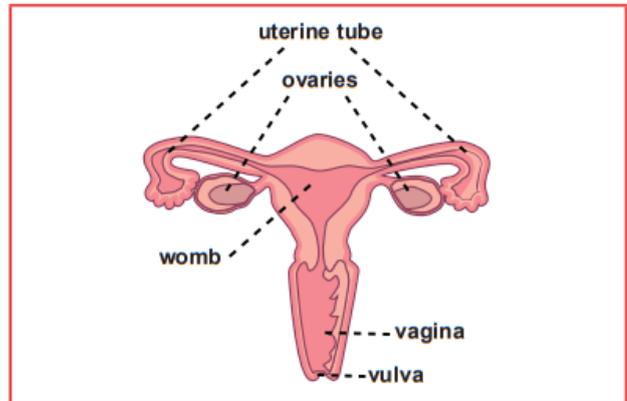


Changing Me

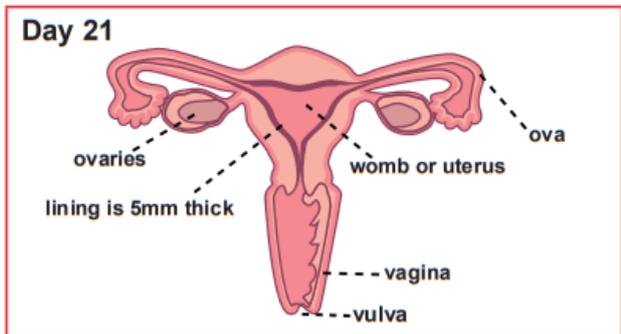
Menstruation Cards - Ages 8-9 - Piece 3



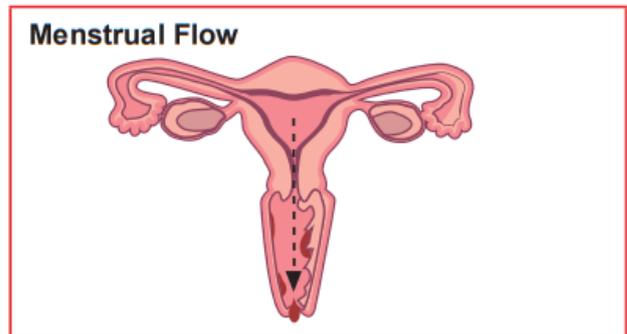
A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



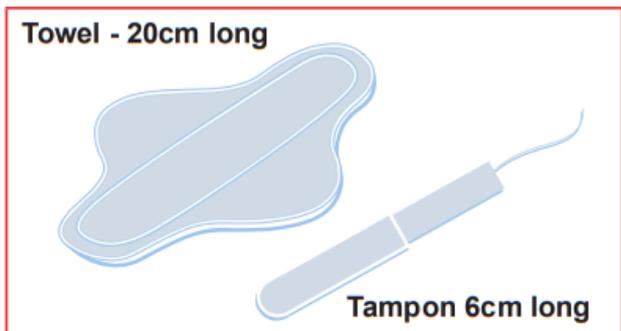
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.



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 tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

Year 5/6 – Oaks Summer Term

During the Summer Term, we will be covering the Jigsaw themes ‘Relationships’ and ‘Changing Me’.

Summer 1: Relationships

Questions discussed

- **Do I know that it is important to take care of my mental health?**
- **Do I understand that people can get problems with their mental health and that it is nothing to be ashamed of?**
Discussion on mental health as a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.”
Explanation that challenges, stress and anxiety are a NORMAL part of life and alone they don’t signify a mental health problem
- **Do I know how to take care of my mental health?**
- **Do I know how to help myself and others when worried about a mental health problem?**
Brief mention of self harm as one of the scenarios used, no details given, emphasis on self harm as an outward show of another issue
- **Do I understand that there are different stages of grief and that there are different types of loss that cause people to grieve?**
- **Do I recognise when I am feeling grief/loss emotions and have strategies to manage them?**
- **Can I recognise when people are trying to gain power or control?**
- **Can I demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control?**
Focus on peer to peer relationships. Discussion on why somebody might try to gain power or control over someone else. They might not be doing it on purpose and might not realise they are doing it. In other cases, it may be planned and deliberate. The important thing is standing up for themselves and others, and that begins with making the person aware of what they are doing and how it is making them feel.
- **Can I judge whether something online is safe and helpful for me?**
- **How can I resist pressure to do something online that might hurt myself or others?**
- **Can I use technology positively and safely to communicate with my friends and family?**
- **Do I take responsibility for my own safety and well-being?**

Vocabulary

Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules, Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety

Summer 2: Changing Me

Questions discussed

- **Am I aware of my own self-image and how my body image fits into that?**
- **Do I know how to develop my own self esteem?**
- **Can I explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally?**
- **Do I understand that puberty is a natural process that happens to everybody and that it will be OK for me?**

Teaching Content:

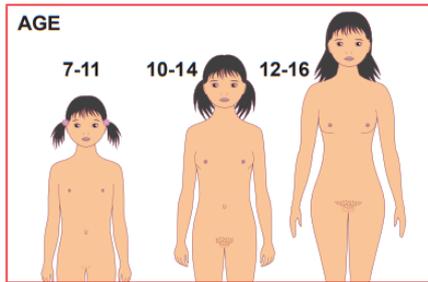
- When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.
- A female's reproductive system has five main parts (refer to the animation). 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.
- The man's sperm is released into the woman's vagina and they travel up through the cervix. (At this point you can explain that having a baby is a choice.
- 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.
- Discussion of sanitary products.
- **Can I describe how boys' and girls' bodies change during puberty?**
- **Can I express how I feel about the changes that will happen to me during puberty?**
- 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 (refer to the animation). It may also be helpful here to explain 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 also worth saying that there is no such thing as an 'average sized' penis. Every man's is different.
- 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. It is quite normal for boys and men to get 'wet dreams' at night where a tiny amount of the sperm and semen stored in the epididymis leaks out. This can also be another sign that puberty has started and is nothing to worry about.
- **Do I understand that sometimes people need IVF to help them have a baby?**
- **Can I describe how a baby develops from conception through the nine months of pregnancy, and how it is born?**
- **Do I recognise how I feel when I reflect on the development and birth of a baby?**
Sequencing the stages of pregnancy and how a baby grows
- **Do I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend?**
- **Do I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to?**
- **Am I aware of the importance of a positive self-esteem and what I can do to develop it?**
- **Can I express how I feel about my self-image and know how to challenge negative 'body-talk'?**

Vocabulary

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, transition, secondary, looking forward, journey, worries, anxiety, excitement

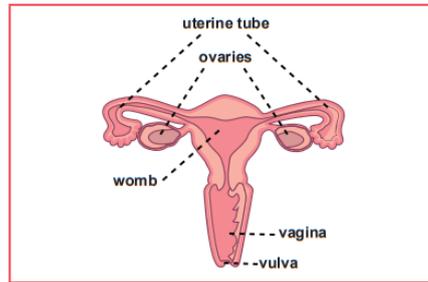
Content and Images Used



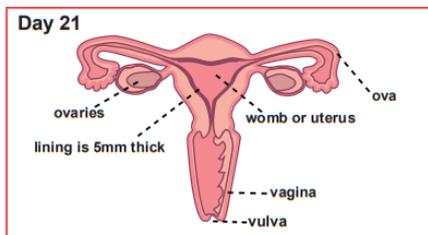
AGE

7-11 10-14 12-16

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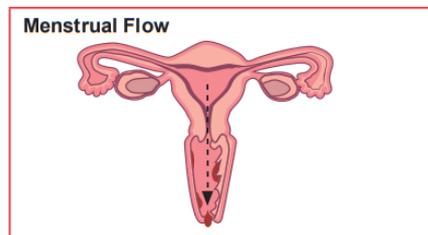


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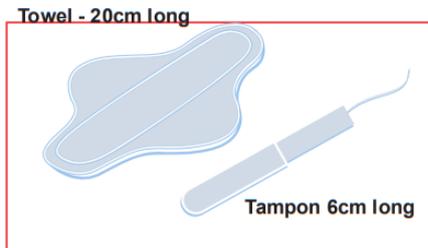
Day 21

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.



Menstrual Flow

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