



Ivy Lane School

Ivy Lane, Chippenham,
Wiltshire, SN15 1HE.
www.ivylane.wilts.sch.uk
Telephone: (01249) 652556
Email: admin@ivylane.wilts.sch.uk

Head of School: Mrs Helen Lammin

Tuesday 1st June 2021

Dear Parents/Carers,

RE: Jigsaw and 'Changing Me' in Year 6

As you are aware, we deliver our Personal, Social and Health Education (PSHE) learning using a scheme of work called Jigsaw. In the summer term, the children complete a unit called 'Changing Me' - with a focus on growing up, relationships and sexual development.

Thank-you for your responses to the Relationships and Sexual Education parent questionnaire that was sent out last week. We really value your responses and will be using this to enhance our Relationships and Sexual Education (RSE) further.

One of the responses from the questionnaire was that some parents felt they would like more information about the lessons and classroom organisation of this unit. This letter is therefore outlining, in more detail, how this will be carried out in Year 6. **Please see the table attached to this letter to show how this will be approached in this year group.**

We appreciate that this may take some time to reflect on how best to prepare your child, or consider whether they may benefit from being a part of a smaller group to complete these activities. We have therefore delayed the start of teaching this unit until the week beginning 14th June 2021. This should give you the option to make contact with your child's class teacher in the first week back after half term to talk about how your child would best fit into the sessions, or if you feel they need more support.

You still have the right to withdraw your child from the Sexual Education lessons of the RSE curriculum (these sessions have an asterisk beside them). If you would like to discuss this further with a senior member of staff, then please do contact the school office to arrange this within the week beginning 7th June 2021.

Thank you for again for working with us to ensure we get our provision right,

Yours sincerely

Mrs Helen Lammin
Head of School



Year 6 'Changing Me' lessons and organisation.

Lesson Objectives	Overview of Activities completed	How the children will be organised
<p>1. <u>My Self-Image</u></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>Children will warm up with a multi-choice quiz about fashion. Then they will explore some facts and the teacher will ask draw out in the discussion why they think people spend so much time and money on how they look. Include peer-pressure, the impact of social media and the internet, and the 'pressure' to have a girlfriend/ boyfriend and how they are 'supposed to look/ behave' to be attractive. Teachers will ask if there more helpful and productive ways we can 'measure' ourselves than just appearance?</p> <p>They will then be split into small groups and asked to draw what a beautiful person looks like. Where do these ideas come from? What pressures are people under?</p> <p>The teacher will explain that if we compare ourselves to a set image or ideal, this can make us have a low self-esteem. We need to turn negative ideas into positive ones. Children will complete an activity where they look at statements people say about themselves and sort into helpful and unhelpful statements for self-esteem. Discuss what we can do if we are finding that we are feeling lots of the unhelpful thoughts. Who is it good to talk to?</p>	<p>Whole class activity.</p> <p>Children will be working alongside a talk partner.</p>
<p>2. <u>*Puberty</u></p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>Teacher to review what the children may have learnt about puberty before by holding up statements. The class identify if the statements are a girl thing, a boy thing or both (e.g. underarm hair, penis, mood swings etc).</p> <p>In single sex groups teachers will review what happens to girls and boys bodies, revising the Year 5 curriculum about girl menstruation and boys puberty and that this is about both bodies preparing for adulthood where they release an egg and sperm.</p> <p>Both groups will then look at common worry cards and have the opportunity to discuss what they think the answers are and any worries they have for themselves.</p>	<p>Whole class introduction</p> <p>Then single sex groups. The male group will be taught by both Mr MacMahon and Mr Johns.</p> <p>The female group will be taught by a female member of SLT, either Mrs Schonfeld, Mrs Fahey or Mrs Lammin and supported by Mrs Pratt and Mrs Adams.</p>



<p>3. <u>*Babies, conception to birth</u></p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby.</p>	<p>Children will be given the opportunity to share their earliest memory. What is the earliest thing that people can remember? Teachers will establish that no-one can remember what things were like in our mother's uterus.</p> <p>Teachers will explain to the children what happens in the womb once the sperm has met the egg. How it starts as cells, grows into a foetus and then into a baby. Once this has been explained they will answer true and false statements about what babies can do in the womb and complete a fill in the gaps activity to explain what the process is from birth to conception.</p>	<p>Whole class introduction</p> <p>Then single sex groups. The male group will be taught by both Mr MacMahon and Mr Johns.</p> <p>The female group will be taught by a female member of SLT, either Mrs Schonfeld, Mrs Fahey or Mrs Lammin and supported by Mrs Pratt and Mrs Adams.</p>
<p>4. <u>Boyfriends and Girlfriends</u></p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>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 do.</p>	<p>Teachers will divide the class into groups and give each a set of diamond nine cards. They will explain that the words on the cards are to provide possible endings to the sentence 'You might want a boyfriend/girlfriend because...' Some are good reasons and some are not!</p> <p>Each group then arranges the cards they have been given in a diamond formation, prioritising them from the best and most important reason at the top, to the worst and least appropriate reason at the bottom. Teachers will feedback the benefits that the children have identified in their diamond 9 activities.</p> <p>Children will then have a series of statements about boyfriends and girlfriends, e.g. It's ok not to want a boyfriend/girlfriend or text 'I love you to a boyfriend or girlfriend'. Children will discuss which of these are ok and not ok. Teachers will explain that this is different for everyone but talking to friends and parents about this is really important.</p> <p>We still do not allow boyfriends and girlfriends at Ivy Lane School. This will be discussed with the children.</p>	<p>Single Sex groups.</p> <p>The male group will be taught by both Mr MacMahon and Mr Johns.</p> <p>The female group will be taught by a female member of SLT, either Mrs Schonfeld, Mrs Fahey or Mrs Lammin and supported by Mrs Pratt and Mrs Adams.</p>
<p>5. <u>Real and ideal self</u></p> <p>I can be aware of the importance of a positive self-esteem and what I can do to develop it.</p>	<p>Children will see a PowerPoint of images and teachers will ask the children how these images make them feel? From the conversation it will be drawn out that we are exposed to images of 'ideal bodies' in the media and in the shops. Use the shop mannequins as an example as these are rarely made with accurate measurements</p>	<p>Whole class activity for most with some smaller groups completing separately if it is felt this will support children in the class.</p>



<p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>	<p>that reflect a 'real' body shape, they are designed so the clothes look attractive and hang properly in shop displays.</p> <p>Children will then spend some personal time thinking about what their real self is now and what their ideal self is. Teacher will focus these on more positive thoughts eg. I am good at football but I want to be a better goalie.</p> <p>Some time will also be given to thinking about negative body/self talk and what can be done to turn this into positive talk.</p>	
<p><u>6. Looking to the year ahead</u></p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>I know how to prepare myself emotionally for the changes next year.</p>	<p>Children are invited to write down worries about attending secondary school. If they are happy to share these, these will be read aloud and others offer advice about this worry – does it make them 'bin the worry?'</p> <p>Children will be asked to share their memories about the current school year in groups. Ask them to design a t-shirt on paper that reflects these moments on the BACK. On the FRONT can they design something that reflects what they are looking forward to at secondary.</p> <p>Children will then have the opportunity to share these designs with the class.</p>	<p>Whole class activity for most with some smaller groups completing separately if it is felt this will support children in the class.</p>

