



Ivy Lane School

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Head of School: Mrs Helen Lammin

Tuesday 1st June 2021

Dear Parents/Carers,

RE: Jigsaw and 'Changing Me' in Year 5

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 5. **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 5 'Changing Me' lessons and organisation.

Lesson Objectives	Overview of Activities completed	How the children will be organised
<p><u>1. Self and Body 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 sort character and physical traits into items that make people have a good self-image and items that can make people not have a good self-image.</p> <p>Children look at and explore airbrushed images. What has changed? Discuss the impact on self-esteem of people looking at them.</p> <p>Teachers will help to establish great aspects of self-image and how to turn negative statements about oneself into positive ones.</p>	<p>Whole class activity.</p> <p>Children will be working alongside a talk partner.</p>
<p><u>1. *Puberty for Girls</u></p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I know that puberty is a natural process that happens to everybody and that it will be ok for me.</p>	<p>Initial whole class review that a sperm and an egg are needed to create a baby. Discuss that sperm is from the male and the egg is from a female. Class discussion that puberty for girls is about the body getting ready to release this egg.</p> <p>Then, in single sex groups – all children will order cards of the menstruation process.</p> <p>The girl group will then have some extra time to ask questions or talk through common worries about starting periods. They will also explore sanitary products and discuss how to have good hygiene.</p>	<p>Whole class introduction</p> <p>Then single sex groups.</p>
<p><u>2. *Puberty for boys</u></p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>	<p>Whole class review of what children know about changes that occur as we grow up.</p> <p>In the classroom a true and false sign will be pinned at either end. Statements like 'Puberty for boys is easier than for girls,' will be read out and children can volunteer to stand where they agree with the statement or not and share any reasons for their thoughts. Teachers will place value on both male and female puberty and discuss the importance of being sensitive to all change.</p>	<p>Whole class introduction</p> <p>Then single sex groups.</p>



	<p>Then in single sex groups the children will look at the changes that occur within a male's body to prepare for the release of sperm. Erections and Ejaculation will be explained as part of this.</p> <p>Children complete a match activity with a male body parts e.g. Testicles - match with - where the sperm is made and stored.</p> <p>The boy group will then have some extra time to ask questions or talk through common worries about the changes they may face.</p> <p>They will also explore how to have good hygiene.</p>	
<p>3. <u>*Conception</u></p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>I can understand that sometimes people need IVF to help them have a baby.</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>Children start by making pairs of different relationships e.g. Mother,, boyfriend etc. Explore different types of relationships in our society (heterosexual, homosexual etc).</p> <p>Then they will complete a discussion (diamond 9) activity about how couples know when the right time to have a baby is. When do the children think someone is ready to become a parent?</p> <p>The word 'conception' will be introduced and the biology of how a baby is made naturally will be shown through modest cartoon pictures and then discussed.</p> <p>Children will then also explore the biology of how a baby is made through IVF and discuss some reasons why this is needed.</p>	<p>Whole class activity for most with some smaller groups completing separately if is felt this will support children in the class.</p>
<p>5. <u>Looking ahead</u></p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p> <p>I am confident that I can cope with the changes that growing up can bring.</p>	<p>Discuss the idea as a class – What is it like to be a teenager? They will then turn this into a graffiti wall. The teacher will draw out the positive and negative graffiti that has been written and why.</p> <p>Children will then explore that growing up brings responsibilities. What responsibilities do they think teenagers have? (e.g. homework, cleaning, driving etc).</p> <p>What advice would we give to someone becoming a teenager?</p>	<p>Whole class activity for most with some smaller groups completing separately if is felt this will support children in the class.</p>
<p>6. <u>Looking ahead to Year 6</u></p>	<p>The children will begin by asking thinking about the question – What change is going to happen for you in the next few years?</p>	<p>Whole class activity for most with some smaller groups completing</p>



<p>I can identify what I am looking forward to when I am in Year 6.</p> <p>I can start to think about changes I will make when I am in Year 6 and know how to go about this.</p>	<p>How do you feel about this change?</p> <p>Children make spinning tops and spinning cubes (see next page for details). Spinning cubes have the issues the children will face written on by the children. Then there is another spinner to talk about what you should do in this situation. Spin both. What is the response to the situation? Do they think this is the best way of handling change?</p> <p>Think about what they are going to be really excited about for next year. What do they really want to do/achieve in Y6? The children will write letters to their next teacher.</p>	<p>separately if is felt this will support children in the class.</p>
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