

# 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)

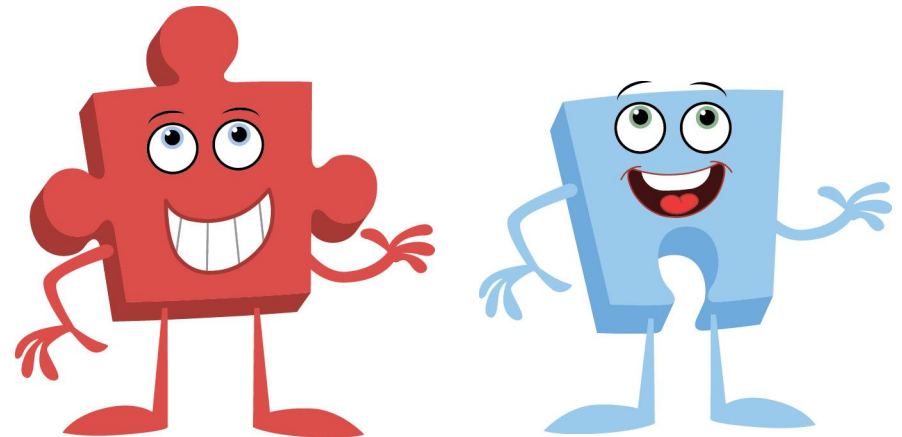
**At primary school, a graduated, age-appropriate programme of SRE should ensure that all children:**

- 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:

Age appropriate

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 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

## PSHE Key Stage 1

- The names for the main parts of the body (including external genitalia) the similarities and difference between boys and girls
- how to maintain physical, mental and emotional health and well-being
- how to manage risks to physical and emotional health and well-being
- 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

# Year 1 scheme of work:

Year 1:

My changing body - Understanding that growing and changing is natural and happens to everybody at different rates

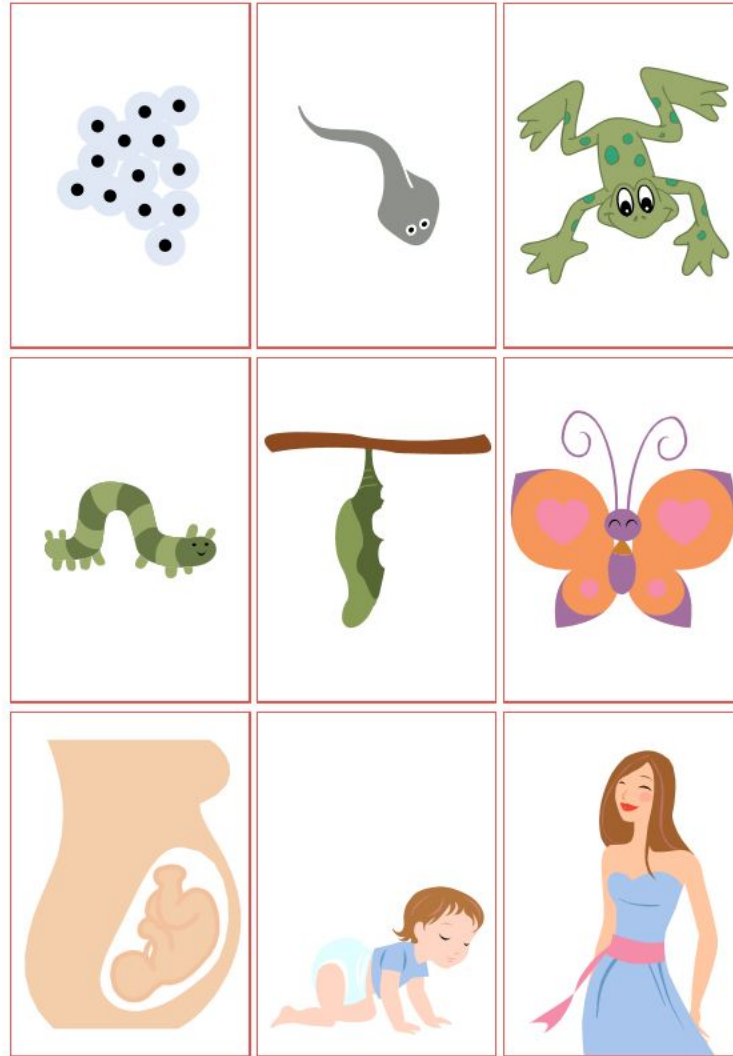
Boys' and girls' - Appreciating the parts of the body that make us different and using the correct scientific names for them.





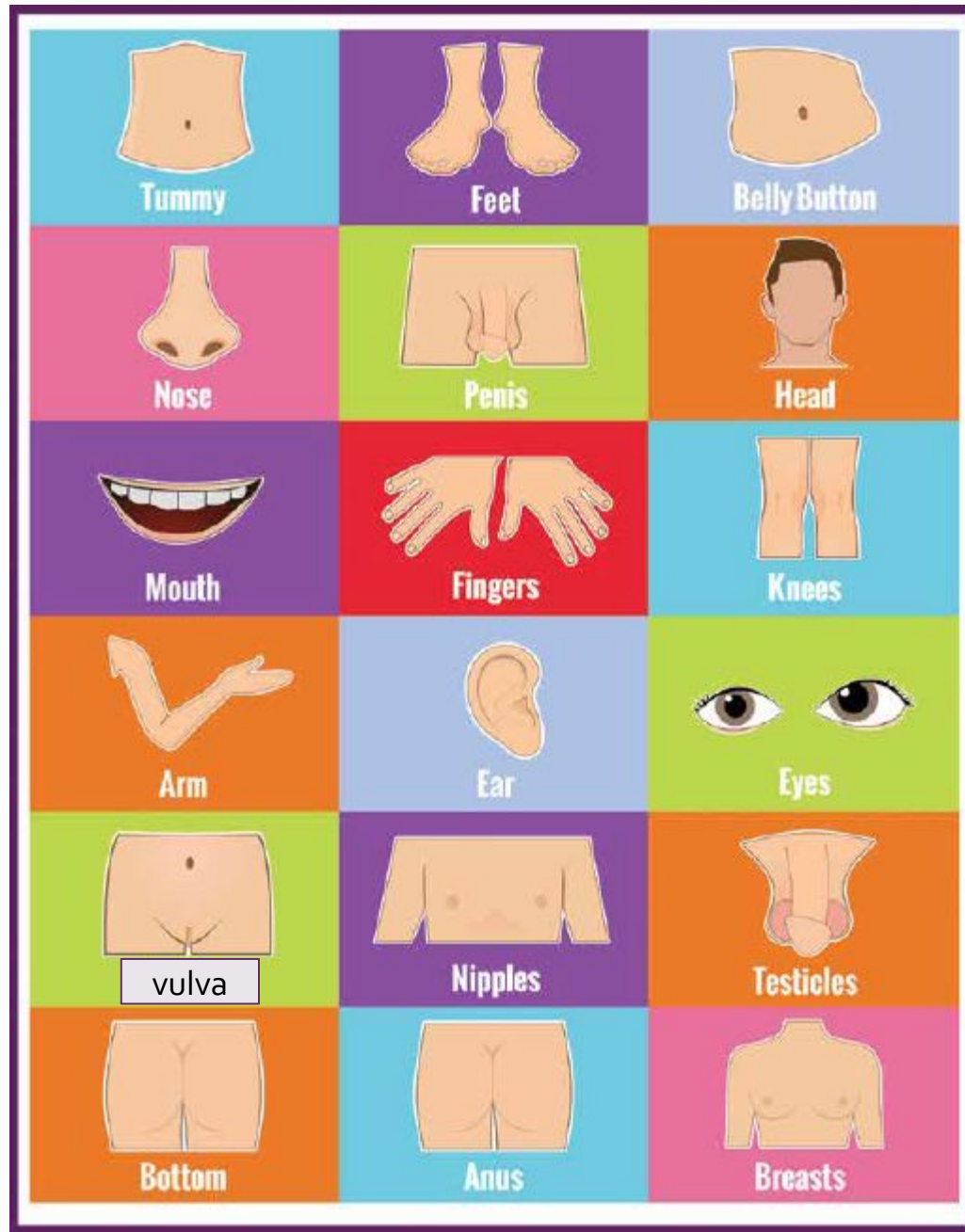
# Content for Year 1:

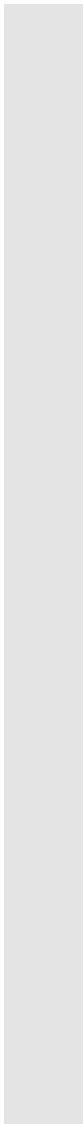
Life Cycles  
Changes as we grow  
Physical changes as we grow  
Boys and Girls  
As we grow we learn  
Coping with changes





# Content for Year 1





**Don't  
forget...**

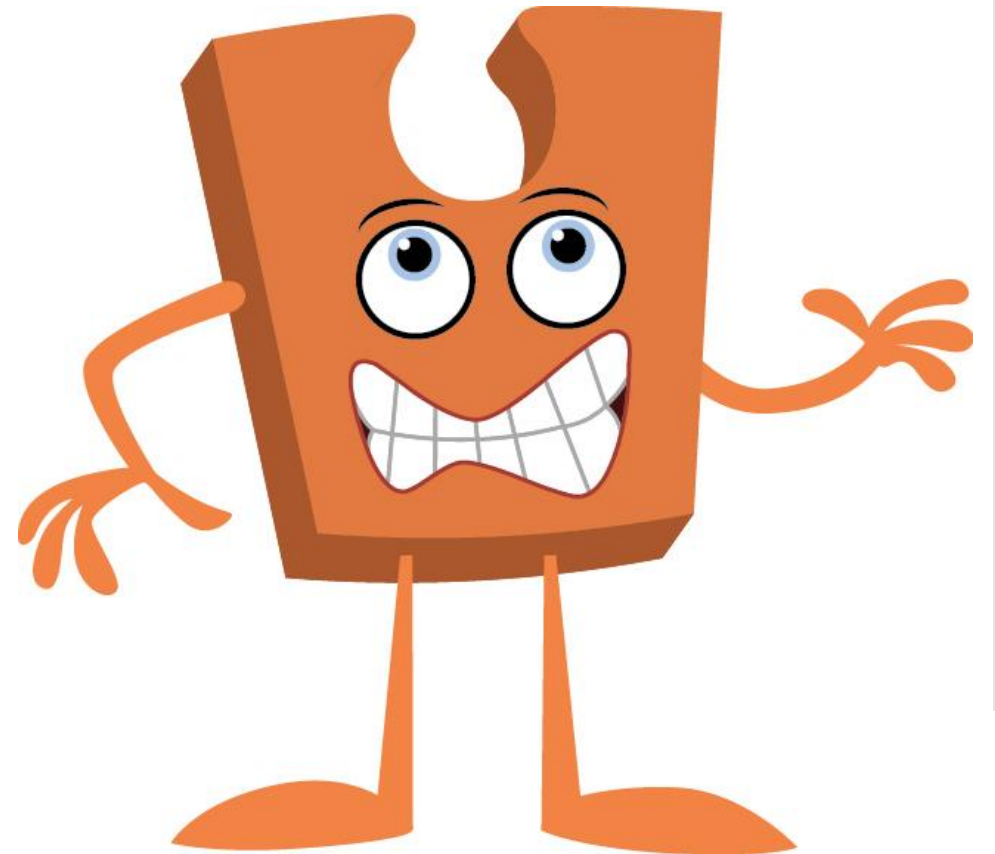
We are educating children and young people to live in the real world, with all its contradictions

*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!